

*Frances Shimer
College*

1945 - 1946

MOUNT CARROLL, ILLINOIS



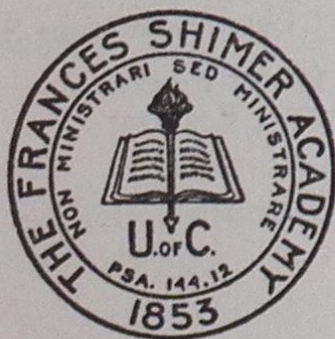
FRANCES SHIMER COLLEGE

A FOUR YEAR JUNIOR COLLEGE
(GRADES XI TO XIV)

AND PREPARATORY SCHOOL
(GRADE X)

NINETY-THIRD YEAR

1945-46



Member of the North Central Association of
Colleges and Secondary Schools
Member of the American Association of Junior Colleges

MOUNT CARROLL, ILLINOIS

DIRECTIONS FOR CORRESPONDENCE

In the list below are names and addresses of persons to whom inquiries of various types should be sent. The post office is Mount Carroll, Illinois.

General Policy of the College

Albin C. Bro, President of the College

Requests for Catalogs, Admission of Students

(Mrs.) Margaret Carr, Admissions Secretary

Inquiries concerning Residence Halls

(Mrs.) Estella H. Lane, Dean of Students

Payment of College Bills

N. C. Plimpton, Assistant Treasurer

Questions Relating to the Academic Work of Students

L. Albert Wilson, Dean of the College

Questions Relating to Social Regulations

(Mrs.) Estella H. Lane, Dean of Students

Scholarships, Employment, Loans

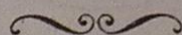
(Mrs.) Margaret Carr, Admissions Secretary

Requests for Transcripts of Records

Ruby Baxter, Acting Registrar

Alumnae Affairs

(Mrs.) Mildred Rosenstiel, Alumnae Secretary



FRANCES SHIMER RECORD

VOLUME XXXVI

NUMBER 5

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TABLE OF CONTENTS

	PAGE
Calendar of the Academic Year.....	7
Board of Trustees	8
Faculty and Administration	9
General Information	
Organization and Aims	14
History	15
Location and Equipment	17
Student Life	21
Student Organizations	24
Course Information	
Unit of Instruction	28
Grading System	28
Changing and Dropping Courses	29
Admission	30
Requirements for Graduation	31
Suggested Curricula	32
Courses of Instruction	
Humanities	35
Social Science	43
Natural Science and Mathematics	46
Fine Arts	49
Applied Arts	60
(Home Economics, Secretarial Studies, Physical Education)	
Preparatory School Courses	65
Student Regulations	66
Expenses	68
Student Service	70
Remissions of Fees	70
Scholarships and Awards	71
Calendar of Major Events	74
Alumnae Association	76
Register of Students	78
General Index	85

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CALENDAR OF THE ACADEMIC YEAR, 1945 - 1946

Registration and Orientation	Monday, September 10 to Wednesday, September 12
Opening Convocation	Wednesday, September 12
Classes begin, 8:00 A.M.	Thursday, September 13
Last Day for Changes in Registration	Thursday, September 27
Thanksgiving Day	Thursday, November 22
Christmas Vacation begins, 4:10 P.M.	Thursday, December 20
Christmas Vacation ends, 8:00 A.M.	Thursday, January 3
Semester Examinations begin	Tuesday, January 22
First Semester ends	Friday, January 25
Second Semester opens. Classes begin, 8:00 A.M. .	Tuesday, January 29
Last Day for Changes in Registration	Tuesday, February 12
Spring Vacation begins, 4:10 P.M.	Friday, March 22
Spring Vacation ends, 8:00 A.M.	Wednesday, April 3
Founder's Day	Saturday, May 11
Annual May Fête	Saturday, May 25
Semester Examinations begin	Tuesday, June 4
Alumnae Day	Saturday, June 8
Baccalaureate Service	Sunday, June 9
Ninety-third Annual Commencement	Sunday, June 9

BOARD OF TRUSTEES

OFFICERS

SAMUEL JAMES CAMPBELL *President*
JOHN F. MOULDS *Vice-President*
A. BETH HOSTETTER *Secretary*
WILLIAM E. GOODMAN *Treasurer*
N. C. PLIMPTON *Assistant Treasurer*

MEMBERS

<i>Term Expires, 1945</i>	<i>Term Expires, 1946</i>
JOHN F. MOULDS.....Chicago	SAMUEL JAMES CAMPBELL....Mount Carroll
WILLIAM E. GOODMAN .. Chicago	S. C. CAMPBELL .. Mount Carroll
NORRIS L. TIBBETTS...New York	MRS. EDWIN EWART AUBREY.. ..West Chester, Pennsylvania
NATHANIEL MILES..Mount Carroll	LILACE R. BARNESChicago
ZELLA CORBETT...Mount Carroll	MRS. CHARLES R. WALGREEN..Chicago

Term Expires, 1947

J. H. MILES Mount Carroll
AARON J. BRUMBAUGH.. Washington, D.C.
DONALD L. BREED Freeport
MRS. CHARLES S. CLARK Chicago
W. A. MCKNIGHT Aurora

STANDING COMMITTEES

<i>Audit</i>	<i>Buildings and Grounds</i>	<i>Instruction</i>
DONALD L. BREED, Ch.	NATHANIEL MILES, Ch.	A. J. BRUMBAUGH, Ch.
S. C. CAMPBELL	S. C. CAMPBELL	LILACE R. BARNES
J. H. MILES	MRS. C. R. WALGREEN	ZELLA CORBETT

<i>Finance and Investment</i>	<i>Resources and Development</i>
WILLIAM E. GOODMAN, Ch.	W. A. MCKNIGHT, Ch.
W. A. MCKNIGHT	MRS. CHARLES S. CLARK
NATHANIEL MILES	WILLIAM E. GOODMAN

FACULTY AND ADMINISTRATION (1944-1945)

FACULTY

ALBIN CARL BRO, A.B., Litt.D., *President*, 1939.

A.B., Northland College, 1917; College of Missions and Butler College, 1917-1919; University of Chicago, 1925-1927; Litt.D., Northland College, 1941.

*A. BETH HOSTETTER, Ph.B., *Vice-President and Registrar*, 1939 (*Instructor*, 1903-1904, 1905-1906, 1910-1911, 1916-1917, 1918-1925, 1926-1930; *Acting Dean*, 1930-1931; *Dean*, 1931-1934; *Registrar*, 1934-1935; *Acting President*, 1935-1936, 1938-1939; *Dean*, 1936-1938).

Ph.B., University of Chicago, 1907; University of Chicago, 1909-1910 and Summers, 1919 and 1929; study in Paris, Summer, 1911; Greek Division, European Summer School, Bureau of University Travel, 1923; European travel, 1925-1926; Certificate d'assiduite from the Sorbonne, Paris, for four months' graduate work in Latin Language and Literature, 1926; Columbia University, Summers, 1931 and 1937.

L. ALBERT WILSON, B.D., *Dean of the College*, 1944.

A.B., University of Redlands, 1936; B.D., Berkeley Baptist Divinity School, 1940; University of Chicago, 1943-1944.

ESTELLA HITCHCOCK LANE, A.B., *Dean of Students*, 1943.

A.B., Mount Holyoke, 1918.

RUBY BAXTER, A.M., *Acting Registrar, Mathematics*, 1927.

A.B., MacMurray College, 1919; A.M., University of Illinois, 1927; University of Chicago, Summers, 1923 and 1939; Columbia University, Summers, 1931 and 1937; MacMurray College, Summer, 1942.

EDNA THOREEN, A.M., *French*, 1925.

A.B., Lombard College, 1911; A.M., University of Illinois, 1914; McGill University, Summer, 1923; Institute of French Education, Penn State College, Summer, 1925; University of Chicago, Summer, 1929; University of Wisconsin, Summers, 1916, 1919, 1921, 1934; European travel, Summer, 1924; cours d'ete, Universite de Lille, Boulogne-Sur-Mer, France, Summer, 1927.

GLADYS GILDEROY SCOTT, *Voice*, 1934.

Guildhall School of Music, London; Challet Vicq de Chant, Paris; special coaching with Randegger, Sir Henry Wood, Frank Damrosch, Edgar Nelson, William Shakespeare, and Shirley Gandell; principal contralto in Moody-Manners Grand Opera Company and Interstate Opera Company.

* On leave, 1944-1945.

VIRGINIA WEIGEL, S.M., *Biological Sciences*, 1936.

A.B., University of Illinois, 1928; S.M., University of Michigan, 1935; Yosemite School of Field Natural History, Summer, 1929; University of Michigan, Summers, 1930, 1935, 1936, 1942; University of Michigan Biological Station, Summer, 1932.

EDITH BELL, Art, 1938.

Cumming School of Art (Des Moines, Iowa), 1911-1916; National Academy of Design (New York City), 1921; study and travel in Europe, 1922; special study with Wayman Adams in portraiture and with George Pearce Ennis in water colors. Awards: Tiffany Foundation Fellowship; Pulitzer Traveling Scholarship; Gardner Cowles Prize; Exhibition of Iowa Painting, Chicago, 1937; Town and Country Arts Club Prize, 1938.

MAURICE LOVEJOY, A.M., *Physical Sciences*, 1940.

S.B., Armour Institute of Technology, 1927; A.M., University of Chicago, 1940.

JANE M. EBY, Music M., *Piano*, 1941.

S.B., Iowa State Teachers College, 1937; Music M. (in Public School Music), Northwestern University, 1943.

ALICE E. WHITCOMB, A.M., *Spanish and French*, 1941.

A.B., Western College, 1927, with junior year in France: Cours d'ete, Universite de Nancy (diplome), and Alliance francaise, the Sorbonne, Paris (diplome); S.B. in Educ., Miami University, 1928; Middlebury College, French, Summer, 1929; A.M., Miami University, 1934; study and travel in Mexico, 1937; University of Chicago, 1936-1937, 1938, 1939-1941; Middlebury College, Spanish, Summer, 1942; Spanish Language Institute, University of Mexico, Summer, 1944.

H. MARGARET HARDIN, A.M., *Librarian*, 1943.

B.S. in L.S., University of Washington, 1932; A.B., University of Washington, 1935; A.M., University of Chicago, 1941.

DOROTHY MERSHON HUBER, A.B., *Social Science*, 1943.

A.B., University of Illinois, 1929.

ARMELLA KNEALE, Art, 1943.

Minneapolis School of Art, 1927-1931; special study with Alice Davis, Minneapolis.

BERTHA R. LEAMAN, Ph.D., *History*, 1943.

A.B., Goshen College, 1921; A.M., University of Chicago, 1924; Sorbonne, Paris, and University of Grenoble, 1927-1928; Ph.D., University of Chicago, 1935.

LELIA BOETTCHER WRIGHT, Music B., *Violin*, 1943.

Lawrence College and Conservatory, 1926-1927; New England Conservatory of Music, 1927; Music B., Northwestern University, 1931; advanced work in violin with Ruth Ray, Chicago, 1934-1943; violinist in Woman's Symphony Orchestra, Chicago, for eleven seasons.

CHARLOTTE BROOKS BROWN, Music B., Violin, 1944.

Music B., Lawrence College Conservatory, 1943.

MARY MATILDA GAUME, Music M., Piano, 1944.

Music B., University of Wichita, 1931; B.P.S.M., University of Wichita, 1933;
Music M., Northwestern University, 1942.

RUTH REYNOLDS HINES, A.M., Physical Science, 1944.

A.B., Rockford College, 1920; A.M., University of Missouri, 1942.

PHYLLIS KENDALL, A.M., Speech, 1944.

A.B., Northwestern University, 1943; A.M., Northwestern University, 1944.

D. ELDRIDGE MCBRIDE, A.M., History, 1944.

A.B., University of Chicago, 1937; A.M., University of Chicago, 1943.

GAYLE M. MCNETT, A.M., Secretarial Studies, 1944.

B. Educ., Whitewater State Teachers College, 1931; A.M., State University of Iowa, 1939.

JEROME T. O'GRADY, A.M., English, 1944.

A.B., St. Mary's College, 1937; A.M., De Paul University, 1941.

GLADYS COOPER RHODES, A.B., English, 1944.

A.B., Iowa State Teachers College, 1925; Columbia University, 1930; Northwestern College of Speech, 1934.

GERALDINE W. RYAN, A.B., English, 1944.

A.B., State University of Iowa, 1942.

LILLIAN SJOQUIST, S.B., Physical Education, 1944.

S.B., Western Michigan College, 1942.

ELIZABETH WARNOCK, A.B., Home Economics, 1944.

A.B., State University of Iowa, 1920.

MILDRED L. JAYNES, A.B., Director of Equitation, 1941; Physical Education, 1928.

A.B., Carleton College, 1924; University of Minnesota, Summer, 1927; Pavley-Oukrainsky Russian Ballet School, Summer, 1932; Northwestern University, Summers, 1934 and 1935.

WILLIAM H. SCOFIELD, Instructor in Equitation, 1942.

ADMINISTRATION

General Staff

ALBIN CARL BRO	President
*A. BETH HOSTETTER	Vice-President and Registrar
L. ALBERT WILSON	Dean of the College
RUBY BAXTER	Acting Registrar
H. MARGARET HARDIN	Librarian
N. C. PLIMPTON	Accountant
MRS. LILLIAN PATTON	Head Housekeeper
MRS. RUTH HINES	Dietitian
MRS. AMY BAHWELL	Director of Student Health Service
MRS. EDNA B. GIFFORD	Secretary to the President
MRS. MARGARET CARR	Admissions Secretary
MRS. MILDRED ROSENSTIEL	Assistant to Admissions Secretary
MARGARET SUTHERLAND	Bookkeeper
MRS. LAURA B. GRAY	Bookstore Manager
HUGH WILSON	Superintendent of Buildings and Grounds

Student Personnel Staff

MRS. ESTELLA HITCHCOCK LANE	Dean of Students
MASAGO SHIBUYA	Secretary to Dean of Students
BETTIE WHITE	Counselor of West Hall
MRS. CHARLOTTE BROWN	Counselor of Hathaway Hall
MRS. HELEN KRIEGER	Counselor of Bennett Hall
MRS. JAN BAICHLY	Counselor of McKee Hall and Dining Room Hostess
MARIAN MORRISON	Manager of the Grill

Standing Committees of the Faculty, 1944-1945

Administrative—President Bro, Dean Lane, Miss Baxter, Miss Hardin, Dean Wilson.
 Aims and Purposes—Mr. McBride, Mr. O'Grady, Miss Baxter, Dean Wilson.
 Calendar—Miss Baxter, Miss Eby, Dean Lane, Miss Weigel.
 Curriculum—Dr. Leaman, Mr. O'Grady, Mr. Lovejoy, Mme. Scott.
 Lectures and Vespers—Miss Weigel, Miss Hardin.
 Library—Miss Hardin, Dr. Leaman, Mr. Lovejoy.

The President is a member *ex officio* of all committees.

* On leave, 1944-1945.

College Representatives

L. H. DIEKROEGER
Director of Admissions
The Gatesworth Hotel
St. Louis, Missouri

MRS. BARBARA PITTENGER
2402 Hanscom Boulevard
Omaha, Nebraska

MRS. LELIA WRIGHT
69 W. Washington Street,
Room 1201
Chicago 2, Illinois

E. M. KEITHLEY
1738 E. Iron Street
Milwaukee, Wisconsin

MRS. BETTY LIFSEY
16862 Edinborough Road
Detroit, Michigan

MRS. JANET RAMSEY
318 W. Elmwood Place
Minneapolis, Minnesota

Chicago Office, 69 W. Washington Street, Room 1201
Telephone State 9898

DICKERSON ART COMMISSION

A. BETH HOSTETTER, Chairman

EDITH BELL

ILEEN B. CAMPBELL

ARMELLA KNEALE

ELIZABETH MOELLER

MARY LOU THOMAS

PATRICIA DOUD

SUSAN C. COLVER LECTURESHIP FUND

The late Mrs. Susan E. Rosenberger, with her husband, Jesse L. Rosenberger, of Chicago, endowed the "Susan C. Colver Lectures" in honor of Mrs. Rosenberger's mother by giving certain securities to the College. The lecture of 1944-1945 was given by Dr. J. F. Rippey of the University of Chicago.

EDUCATION AT FRANCES SHIMER COLLEGE

ORGANIZATION AND AIMS

Frances Shimer College offers a curriculum of general education to young women in grades 11 through 14, that is, the last two years of high school and the first two years of college. Combining these four years into one educational unit provides opportunity to offer a superior curriculum of general education. Such a program does a more effective job of preparing the student for enriched life activities, for effective citizenship and for specialization in a university, than does the traditional curriculum which necessitates a break at the end of the twelfth grade.

While the college does not minimize the vocational usefulness of any knowledge of skill, it believes that specific vocational training should be postponed until the student has been introduced to the various areas of human knowledge and to the techniques that are used in the respective areas. This background of general information and skills will be useful to students who wish to enter either vocational or professional schools. Also, this general information will enrich the lives of those students who will consider their formal education completed when they leave Frances Shimer College.

The purpose of general education is to develop the ability to identify basic values which guide the individual in making decisions and to cultivate concrete experiences which augment the meaning of those values.

The specific aims of education at Frances Shimer College can be stated in terms of developing the qualities and skills inherent in the general purpose:

1. Enough knowledge about the nature of men and women and their social relationships to discover the principles which must order all human enterprises.
2. Sufficient information about the natural world to know how it can sustain and serve human life.
3. Understanding and appreciation of the achievements of men as expressed in literature, art, music, philosophy and religion.
4. Competence in the expression of thoughts and feelings through use of the English language and through an artistic medium.
5. Skill in analytical thinking and critical evaluation of conclusions.

6. Ability to think creatively, to put together ideas and thoughts in new ways.
7. Ample health so as to be sensitive and responsive to one's environment.
8. Purposeful planning of vocational and home life.
9. Positive and constructive participation in the democratic ordering of group life through responsible support of constructive activities and by leadership in areas of competence.
10. Understanding of and commitment to the basic principles of religious living as found in the Hebrew-Christian tradition.
11. Personal integrity and active good-will toward all individuals.
12. Emotional maturity, poise, and self-control.

From the foregoing statement of specific aims, it is apparent that Frances Shimer College believes that the purpose of general education is something more important than a satisfactorily adjusted life or the acquisition of knowledge. Life can be adjusted on very unworthy levels, and facts are tools to be used, not ends to be served.

The quality of life depends upon the ability of men and women to discover how the values are created which support life and give it excellence. The most important and perplexing problems young women face in their world are those of the identification of values and the fostering of their growth. Conversely, they must know how to recognize those practices and habits which destroy values or obstruct their growth. If our young women cannot do this they and their world will perish.

Values develop in the life of a young woman when she becomes keenly aware of the thoughts and feelings of others and uses them to enlarge her own understanding; when her knowledge of the world expands and she feels a growing consciousness of the ties which relate her to other people. The development of values will be blocked by inability to communicate with others to get their ideas, thoughts and feelings through conversation and reading. This growth cannot take place when there is ignorance or when personal pride erects barriers among men and women. Education at Frances Shimer College is designed to eliminate those obstructions to the growth of its students and to provide positive conditions for the increase of values in their lives.

HISTORY

Ninety years ago, when American education was still designed primarily for men, Frances Ann Wood received a call to establish a school in the modest-sized Illinois community of Mount Carroll. With Miss Cinderella Gregory she left her home in New York State and on May 11,

1853, the two young pioneers in the education of women opened the Mount Carroll Seminary.

Frances Wood, later Mrs. Frances Wood Shimer, administered the Seminary herself for forty-three years, Miss Gregory having resigned in 1870. In 1896, by her own wish, Mrs. Shimer transferred control to a self-perpetuating Board of Trustees of fifteen members representing the University of Chicago, the alumnae of the Seminary, and the citizens of Mount Carroll. Ten members of the Board of Trustees are members of Baptist churches.

The chartered name of the institution became The Frances Shimer Academy of the University of Chicago. Friendly relationship with the University implied by this name, as well as the representation of the University on the Board of Trustees, remains to the present day.

That the Academy did receive unusual representation from the University during this early period may be judged from the names of members of its first Board of Trustees, which included such leading educational figures as William Rainey Harper, Thomas W. Goodspeed, Henry A. Rust, Alonzo K. Parker, Frank J. Miller, and Lathan A. Crandall. In the years that followed, progressive educational policies were inaugurated. These years were, in a sense, the critical, formative years in the college's growth, and its successful emergence from them points to the quality of its leadership.

In these years also the college began rebuilding on a much larger scale. The original Seminary buildings having burned, the present quadrangle was laid out, providing ample room for building expansion.

The institution was one of the first to undertake the junior college plan, and graduated its first junior college class as early as 1909, long before the junior college had won the popular acceptance which it has now. In 1931, the trustees approved the idea of making the four-year junior college the chief unit of academic organization.

Upon the retirement of Mrs. Shimer, William Parker McKee of Minneapolis was called to be president. During his thirty-three year administration, the present complete plant was built and most of the equipment acquired. He became President Emeritus in 1930 until his death in 1933. Floyd Cleveland Wilcox, who became president upon Dr. McKee's retirement, retired in 1935. During his administration the college made many advances in educational policy. In 1936, Raymond B. Culver became president and served most ably until he resigned because of ill health in February, 1938. In the interim between Dr. Wilcox's and Dr. Culver's incumbency, and again during the year between Dr. Culver's death and Mr. Bro's appointment, A. Beth Hostetter, formerly dean and now vice-president, acted as president. In the fall of 1939, Albin C. Bro came to the presidency from his work with the University of Chicago Press.

LOCATION AND EQUIPMENT

Mount Carroll, a town of 2,000 people, situated in northwestern Illinois, ten miles from the Mississippi river, is attractively located among picturesque hills. The neighborhood is justly celebrated for its beauty and healthfulness. The canyons formed by the erosion of the Waukarusa river are the scene of many picnics and outings and the objective of many hikes and camping expeditions. Mount Carroll is the county seat of Carroll County and is exclusively a place of residence. The absence of mines, factories, or great industrial enterprises makes the community an ideal one for an educational institution of this type.

Mount Carroll is on the Omaha Division of the Chicago, Milwaukee, St. Paul & Pacific Railway, one hundred and twenty-eight miles west of Chicago. It is accessible, also, by automobile over Federal Highway 52 and State Highways 64, 72, 78 and 88, by which excellent connections over paved roads are made with the Lincoln Highway and other great thoroughfares. Paved highways lead to urban centers in five different directions.

Frances Shimer College has the advantage of over ninety years of history, experience, and traditions; yet its equipment is entirely modern, having been rebuilt and enlarged since 1903. The plant consists of twelve buildings, solidly constructed of brick and stone, heated by steam from a central plant, and furnished with modern conveniences. The architecture is colonial. Each building was erected and equipped for the purpose it serves in the educational program of the institution. Adequate fire protection is provided by standpipes with hose connections on each floor and by fire escapes on every building where students reside.

DEARBORN HALL (1903)

This building for instrumental and vocal music is named for Mrs. Isabel Dearborn Hazzen, formerly head of the Department of Music for more than twenty years. It contains large, attractively furnished teaching studios and eighteen well-lighted and ventilated practice rooms.

HATHAWAY HALL (1905)

Hathaway Hall was named for Mrs. Mary L. Hathaway Corbett of the Class of 1869, a sister of Mrs. Hattie N. LePelley, a former Trustee

of the School, who gave liberally toward the erection and furnishing of the building. The three floors contain rooms for forty-five people. The campus grill is on the ground floor. Through the generosity of Miss Zella Corbett, the lounge on the first floor was refurnished in 1939 in memory of her sister Miss Bertha Corbett, class of 1916.

WEST HALL

(1906)

West Hall is a well-equipped home for fifty people. On the ground floor is a large, homelike common room, with fireplace, that is a favorite gathering place for all students. The post office, book store and a faculty social room are also on the ground floor.

METCALF HALL

(1907)

The building is named in honor of Mrs. Sarah Metcalf, a life-long friend of the school, whose son, the late Dr. Henry S. Metcalf, was long president of the Board of Trustees. Andrew Carnegie contributed \$10,000 toward the erection of this building. Metcalf Hall contains the offices of administration, class rooms, and the auditorium.

POWER PLANT AND LAUNDRY

(1911)

All buildings are heated from a central steam plant. Each building is provided with electrical temperature control equipment.

INFIRMARY

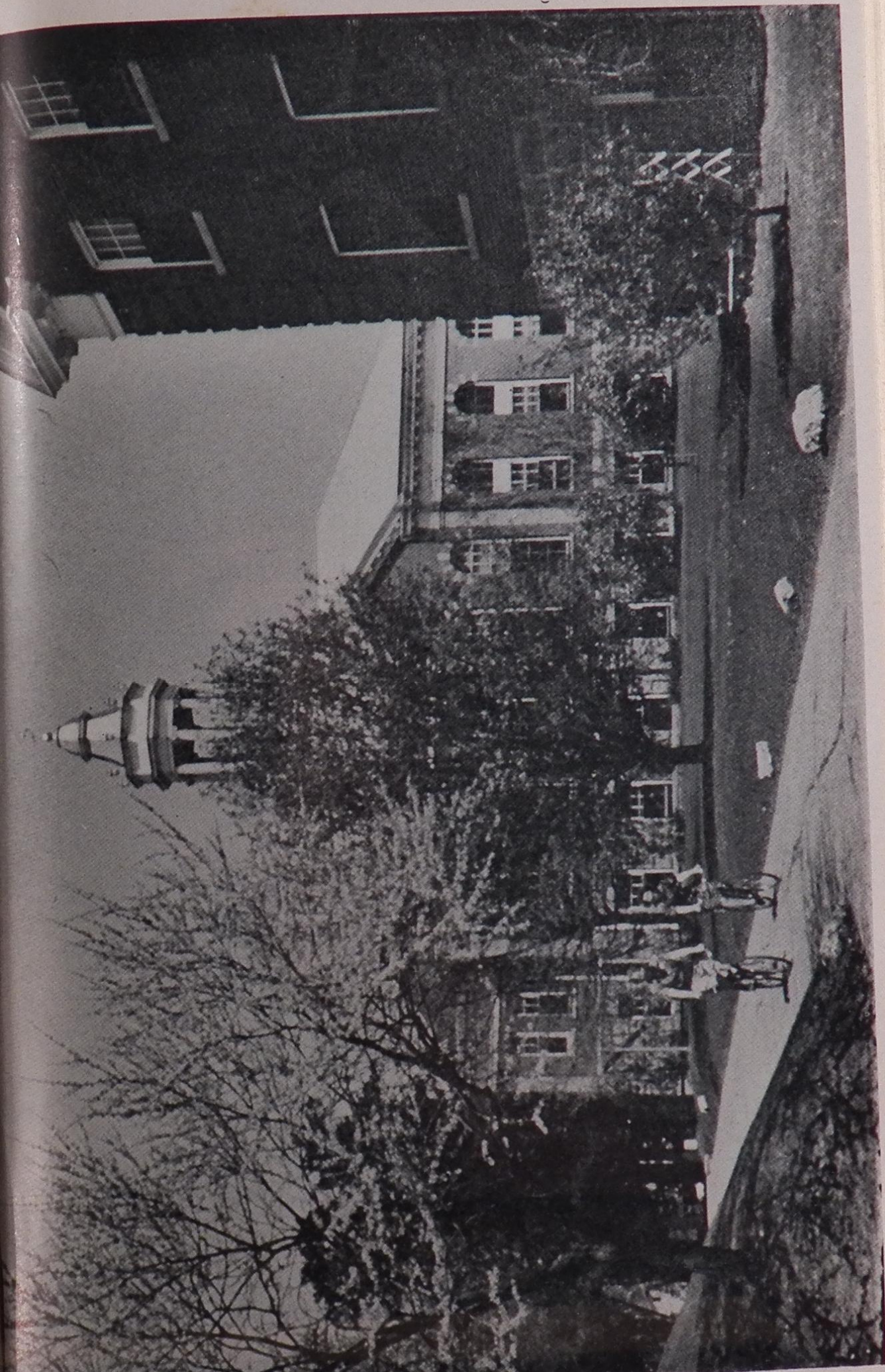
(1913)

This building affords excellent equipment for the care of students in case of illness. It contains a nurse's business office, two completely equipped, well-lighted and ventilated wards with a capacity of ten beds, bathrooms, two private rooms, and a kitchenette. A nurse is in constant residence.

SCIENCE HALL

(1914)

This provides all of the facilities for the work in science. The first floor contains modern laboratories for the work in home economics. On the second floor are the physics, chemistry, and biology laboratories, and a class room for mathematics.





MCKEE HALL

WILLIAM PARKER MCKEE HALL (1922)

William Parker McKee Hall was built by funds contributed by the Baptist Board of Education. The ground floor contains the central dining-room which was entirely reconditioned and refurnished in 1938 through the generosity of Mr. and Mrs. W. E. Goodman, Chicago. The other floors have a kitchenette, ample bathrooms, and rooms for sixty students and teachers. This building is named for William Parker McKee in honor of his completion of twenty-five years of service as President.

CAMPBELL LIBRARY (1925)

The library was erected by funds furnished in part by Mr. George D. Campbell and Mr. S. J. Campbell of the Board of Trustees, and by Miss Jessie M. Campbell, '07. The college is also indebted to Senator William McKinley for a gift of \$5,000 for this building. It is named in honor of Mr. and Mrs. Robert Campbell, long friends of the institution.

In 1937 the Carnegie Corporation of New York made a grant of \$1,500 for the general reading collection of the library, purchases being made over a three-year period. The equipment of the main reading room, occupying the entire first floor, was increased in 1939 and 1940 by the gifts of Mr. and Mrs. S. J. Campbell.

In the south room on the second floor is the Heinze Music Room which contains the Carnegie Music set received in December, 1940. This set now is a collection of over 1,000 records of fine music and a specially designed Lyon and Healy phonograph. The records are fully indexed and filed in the listening room where they are available for student and faculty use. The center room on the second floor houses the Carnegie Art set which was received in 1941. This set includes 130 volumes on art and related subjects and 900 classified reproductions.

Open shelves in the main reading room and basement stacks care for the present collection of 11,350 volumes, files of magazines, pamphlets, government documents, and bulletins. The entire collection is well cataloged and through the services of the librarian and faculty, the resources of the library are strengthened and utilized to serve all phases of the college program.

The Hazzen Memorial Collection consisting of over 1,000 volumes was contributed by the late Mrs. Isabel Dearborn Hazzen from the library of her husband, the late Henry Wilmarth Hazzen, long a teacher in the college. The Hazzen Endowment provides for the development of the collection. Another valuable addition of books received during 1925 was the collection given by Mrs. Winona Branch Sawyer, '71, of Lincoln, Nebraska. In 1937 Miss Jessie M. Campbell presented one hundred selected volumes from her library.

WINONA BRANCH SAWYER HOUSE (1926)

Winona Branch Sawyer House, a commodious home for the president, was the gift of Mrs. Winona Branch Sawyer of the class of '71. It is built in the colonial style of architecture in harmony with the other buildings of the campus.

GYMNASIUM AND SWIMMING POOL (1929)

The building contains on the first floor a tile-lined swimming pool, 60 x 25 feet, and showers, dressing rooms, drying-room, lockers, and modern facilities for the refiltration and sterilization of the water in the pool.

On the upper floor are the gymnasiums, the office of the Director of Physical Education, examination rooms, equipment and cloak rooms, with additional showers, dressing rooms, and lockers. The main room, 87 x 52 feet, gives ample space for all indoor games and all types of gymnastic work. At the south end of the room is an elevated stage with curtain, cyclorama setting, and a well-appointed, modern system of lighting. Adequate provision is thus made for the work of the Department of Speech and Drama.

BENNETT HALL (1937)

In 1937 College Hall, which was built in 1909, was entirely reconditioned and refurnished through the generous gift of the children of Myrtie Stevens Bennett, class of 1880, for whom the new dormitory has been named. The first floor contains two reception rooms, three suites accommodating four students each, a student's kitchenette, and the Dean of Students apartment. Upper floors contain rooms for forty-four students.

RINEWALT HOUSE (1944)

This home was purchased to provide classrooms for the Art Department and additional rooms for faculty members.

STUDENT LIFE

RELIGIOUS

Frances Shimer College believes that education can so direct the student that she will come to know God as the creative source of sustaining and satisfying values and will make a commitment to Him and to His work in the world. This can be done in every school experience, but particularly in the study of religious literature and thought. Three worship chapels each week are directed toward the fostering and strengthening of personal commitments.

The Christian Service League, a student organization, is affiliated with the Young Women's Christian Association. Its purposes are to create and sustain a spirit of friendship on campus, to discover the true values of life and relate them to living, to grow in an understanding of God through Jesus, to become co-workers with God in building a better world, and to extend the friendship beyond campus to include fellowship with peoples of all nations, races, and creeds.

SOCIAL

The educational aims subscribed to by the college include recognition of the idea that the whole life of the student is a unit. Under these circumstances the extra-curricular activities become second in importance only to the program of the curriculum. Social training is a part of college education. Both residential house life and student organizations and activities offer valuable training in social co-operation and in creative use of leisure.

The social atmosphere of the college is wholesomely democratic. Every student is expected to use and develop for the whole group whatever social gifts she may possess. Appropriate dress, a pleasing manner, poise, graciousness, ability to appear at ease before an audience, are as much a part of the Shimer social ideal as are scholastic attainments.

With the assistance of class counselors the students give class parties, dances, bazaars, teas, lawn fêtes, concerts, and plays; they plan menus, arrange decorations, devise costumes and stage properties. A series of formal dinners sponsored by student organizations provides opportunity for each group to entertain the student body and faculty, and to introduce visitors and speakers. Three formal dances and two informal dances are given during the year. The college sponsors a program of week-end

activities providing entertainment and social occasions throughout the academic year.

While students reside in halls according to their age and academic class, at table they sit with members of other classes and with faculty members. Table groups are disbanded and redistributed monthly, so that each Shimer student, in the course of the school year, forms a maximum number of pleasant social acquaintances with students and faculty members outside her immediate residential group.

Each residence hall provides social rooms and parlors in which the social life of the house group can be developed and can include the proper entertainment of guests. Thus every aspect of mature social life is reflected within the college community, and every student is enabled to share in the social experiences common to educated people.

CULTURAL

The college sponsors a program of concerts, lectures, recitals, and conferences throughout the academic year. These occasions bring to the college and the community leaders in education, the arts, religion, and public life. Formal presentations in Metcalf Hall or the auditorium of the gymnasium are followed by smaller informal group discussions in the student lounge of West Hall or in other college rooms.

Frances Shimer is close to the larger cultural resources of Chicago. College-sponsored trips, under faculty supervision, enable students to visit Chicago's museums, see current plays, attend concerts by the Symphony Orchestra, or be present at events of interest to a specific group.

Frances Shimer has for many years, however, prided itself upon the creative activity within the college denoting the cultural resourcefulness of its students. It has consistently encouraged the creative instinct in whatever direction the students chose to turn; the theater, music, painting and drawing, and creative writing have been liberally encouraged by the college administration, which in turn has been rewarded by the unusual quality of the students' response.

RECREATION AND PHYSICAL WELFARE

Few institutions are equipped to offer so complete a recreational program as Frances Shimer. In addition to the cultural resources for recreation already mentioned, the college maintains physical education equipment which is both modern and ideal.

The gymnasium is new and entirely adequate. It houses a full-sized playing floor with a standard basketball court adaptable to a variety of

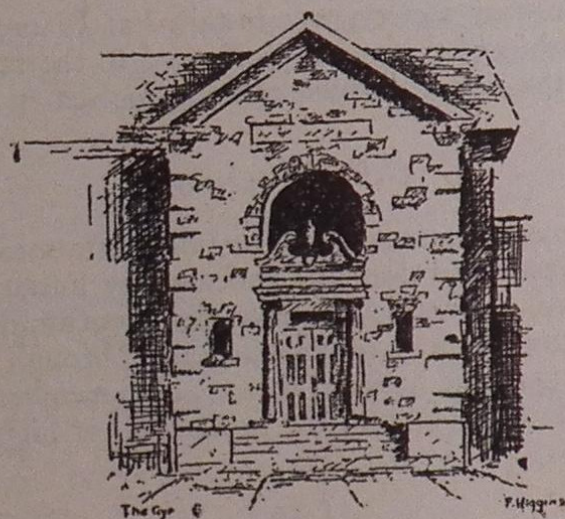
other indoor games such as volleyball, indoor baseball, and badminton. It is used also by dancing classes and for roller skating. It provides, in addition, the tile swimming pool, showers, drying, locker and dressing rooms.

A nine hole golf course, the private property of the college, adjoins the south end of the quadrangle. A playing field provides space for hockey and baseball. Three excellent concrete tennis courts were constructed in 1943.

Ideal facilities for riding are provided exclusively for Frances Shimer students at Glengarry Farm Stables, located two miles west of the school. There are ten miles of wooded trails and many miles of lovely country roads.

Campus conditions have been designed to safeguard the health of students. All students have physical examinations on entering, records of weight, posture, and other physical data are kept, and the work in physical education is planned for the individual student on the basis of these records.

The resident nurse in charge of the infirmary carries on an educational program in the maintenance of good health. She is on duty at all times and is available to students day and night. When the attentions of a physician are necessary, appointments are made by the nurse and the student assumes the expense.



STUDENT ORGANIZATIONS

STUDENT GOVERNING BODIES

Student-Faculty Council

Students are governed by the Student-Faculty Council, a body of five students and two faculty members elected by the students, and the four students who are presidents of the Hall Councils. The Dean of Students is a member *ex officio* of the Council.

The group acts as a forum for debate of questions of policy and conduct of student affairs. Action taken by it is final in all student matters except those referred to the President's Committee.

Hall Councils

Each residence hall is governed by a Hall Council of five members, elected by the residents of the Hall. The Hall Counselors are members *ex officio* of their respective Councils. The Councils enforce the decisions of the Student-Faculty Council and provide any further regulation desired in their respective Halls.

HONORARY ORGANIZATIONS

Phi Theta Kappa

The Beta Sigma chapter of Phi Theta Kappa, national junior college scholastic honorary society, was installed at Frances Shimer College in 1932. Membership in the society is limited to the ten per cent of the student body of the upper division ranking highest in scholarship.

Delta Psi Omega

Delta Psi Omega, national honorary dramatic society, upholds high standards in scholastic and dramatic endeavor by initiating into its membership only those students who have done outstanding and efficient work in playwriting, acting, or production. Through their connection with other chapters of the national society, club members are encouraged toward greater effort and toward the production of higher types of plays at Frances Shimer.

CHRISTIAN SERVICE LEAGUE

The Christian Service League, affiliated with the Y. W. C. A., encourages social life among the students, takes charge of vespers and chapel services occasionally, and seeks in various ways to stimulate religious interest and interest in philanthropic work. The organization sends delegates to the Y. W. C. A. conferences and otherwise endeavors to widen the scope of its interests in accordance with the Y. W. C. A. program.

SPECIAL INTEREST ORGANIZATIONS

Art Club

The Art Club is open to students in Art History, Fine Arts and Graphic Arts, and to a limited number of students interested in art but not enrolled in art courses. The organization cooperates with the Commission of the Dickerson Art Gallery in procuring and arranging exhibits and in stimulating interest in the aims and activities of the gallery. Study of contemporary art, visits to art collections, and trips to studios and art centers are included in the program of the Club.

The Club also seeks to develop skills and give resources that will enable the student to make worthy and happy use of leisure. Equipment maintained in the studio provides opportunity to pursue a worthwhile craft or hobby.

Arts and Crafts Club

The Arts and Crafts Club is organized for those students who enjoy doing handiwork in their leisure time. Members work on various projects in bead work, leather tooling, knitting, and quilt making. A small hand loom is available for students who wish to experiment with weaving.

Athletic Association

The Athletic Association, working in close cooperation with the Physical Education Department, seeks to arouse greater interest in physical education, to stress the enjoyment of sports and athletics, and to develop sportsmanship. The Association sponsors the inter-class hockey game on Thanksgiving Day; a class basketball tournament; the basketball banquet; a bob-ride; five- and ten-mile hikes; the May Fête; golf and tennis tournaments, and swimming meets.

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Camera Club

The Camera Club affords a means of self-expression, as well as entertainment, for interested students. Both the technical and artistic phases of photography are studied, and many members develop and print their own pictures in the school dark-room. Various contests are held throughout the year to obtain prints for the annual exhibit in the spring.

Green Curtain Dramatic Club

The Green Curtain Dramatic Club, open to all students, holds try-outs early in the fall under the supervision of the dramatic director. The club presents two major productions during the year, and its members also appear in the casts of the Christmas and Easter festivals. Sponsoring special trips to Chicago and other nearby cities to visit the theatres and art centers, the Club seeks to promote appreciation of the best in drama and to offer an outlet for expression in the creative arts of the theatre.

International Relations Club

The International Relations Club, open to all students of the college, aims at the development of an understanding of international affairs and an appreciation of the customs, achievements, and aspirations of the various peoples of the world. Its activities include regular monthly meetings, the operation of an international news bulletin board, the sponsorship of guest speakers, and attendance at international relations conferences held at other colleges.

Pro Musica

Pro Musica Club, composed of a limited number of talented music students, meets monthly for a concert given by members, followed by a business meeting and social hour. The organization acts as host to visiting musicians and seeks to foster the love of good music. Membership is by try-out under the supervision of the music faculty.

Travel Club

The Travel Club is organized for students who have traveled or are especially interested in traveling in foreign countries. Meetings feature motion pictures and talks by faculty members on foreign countries.

Boots and Saddle Club

Boots and Saddle Club is organized for students interested in better equitation. The Club holds monthly meetings for study of types of saddle horses and nationally known horses of the show ring. In addition to sleigh rides and hayrack parties, the Club sponsors two gymkhanas, two over-night horseback trips to the rocky bluffs of the Mississippi, a formal banquet, and a trip to the International Livestock Exposition in Chicago.

The Record

The *Frances Shimer Record*, student publication issued four times a year, gives students experience in expressing themselves fluently in writing, and affords opportunity for the publication of worthwhile prose and poetry produced. The management of the *Record* is in the hands of students with faculty members furnishing counsel.



COURSE INFORMATION

UNIT OF INSTRUCTION

The unit of instruction is a semester hour. This term may be defined as a credit granted for successful completion of a study pursued for one class hour per week throughout a semester of eighteen weeks.

In general, two hours of laboratory work are counted as equivalent to one recitation class hour if the instructor requires computations and write-ups of laboratory work to be done outside of laboratory hours. If such work is required to be done in the laboratory and under the supervision of the instructor, the laboratory equivalent of a class meeting for which preparation has been made is three hours.

Class hours are fifty minutes in length. A five-minute interval is allowed for passing from one class to another.

GRADING SYSTEM

The letters A to E are symbols used to indicate the degree of proficiency in any subject and may be interpreted as follows:

A—Superior

B—Above average

E—Failure

C—Average

D—Below average

As a rule, condition grades are not assigned by the faculty. Where special conditions prevail, however, which are not the result of a student's inattention to her studies, incomplete work may be made up with the consent of the instructor. A student who receives a final examination grade of E in any subject may request a second examination, providing the average grade in that subject is not less than C. Such an examination, however, must be taken not later than four weeks after the beginning of the ensuing semester, and when taken may not result in a final semester grade higher than C.

Supplementing the marking system is the grade point system, which serves to set definite standards of achievement in terms of amount and quality of work. Grade points are assigned in the following manner:

A grade of A earns 3 grade points for each semester hour of credit.

A grade of B earns 2 grade points for each semester hour of credit.

A grade of C earns 1 grade point for each semester hour of credit.

A grade of D earns 0 grade points for each semester hour of credit.

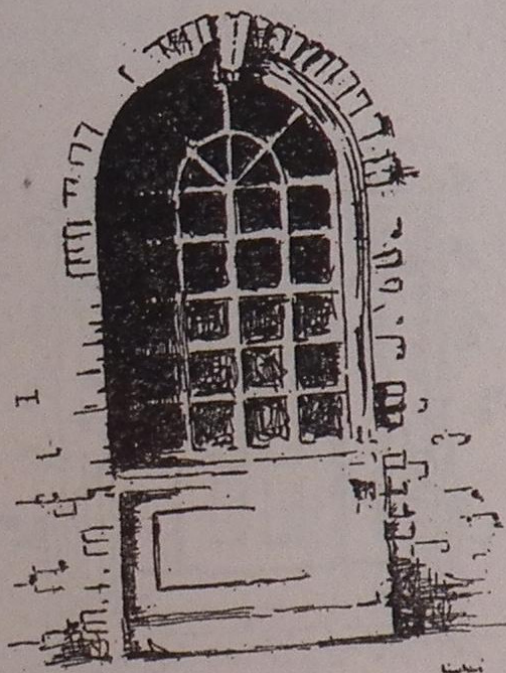
Reports are sent to parents at the end of the first six weeks and at the close of the semester. Additional reports will be sent upon request to parents at any time.

CHANGING AND DROPPING COURSES

Students may not enter a course for credit after the date for changes in registration has passed. A course dropped because of failing grade at the end of the first six weeks or thereafter will be recorded as a failure on the final semester report.

Permission to change courses will be granted during the first two weeks of each semester. Application to the registrar should be made for a Change of Course card upon which reasons for the change are required to be stated. Only reasons of an educational character will be considered.

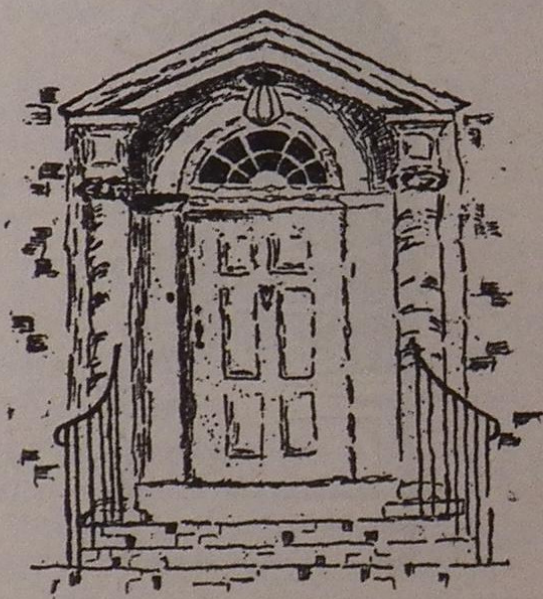
After the expiration of the first two weeks of each semester no course may be dropped except for definite reasons of physical and mental health. Impending failure or fear of failure are not regarded as suitable reasons for dropping a course.



ADMISSION

Application for admission is made on a special application form which is sent upon request. The application for a resident student is officially recorded only when accompanied by a registration of twenty dollars for reservation of a room. This amount is credited later to the semester fee.

Students will be admitted to full junior college standing (eleventh grade) upon presentation of seven acceptable units completed in a high school accredited by the North Central Association of Colleges and Secondary Schools or by other recognized standardizing agencies. Students will be admitted to full standing in the junior year of the Junior College (equivalent to college freshman) upon presentation of sixteen units from a four-year high school or twelve units from a senior high school accredited by the above mentioned accrediting agencies. A unit in any subject represents the equivalent of five class meetings a week for a year of approximately thirty-six weeks. Classification will be accorded when the certified list of credits is presented. A candidate for admission also must furnish evidence of good moral character and honorable dismissal from the school last attended.



REQUIREMENTS FOR GRADUATION

The diploma of graduation from the college is awarded to students who have completed a minimum residence of one year which, unless special permission is granted, must be the senior year, and who have earned a minimum of 64 semester hours of credit on the level of the upper division (equivalent of grades 13 and 14).

Included in these 64 hours must be six hours in English, eight in Humanities, eight in Social Science, eight in Natural Science and Mathematics or in Modern Languages, four in Religion, and four in Physical Education, plus required non-credit work in Hygiene.

The remaining 26 upper division hours may be selected to meet the requirements of the institution to which the student plans to transfer or may be adapted to complete her junior college course.

RECOMMENDATION TO COLLEGE

For recommendation to college or university, the graduate must have an average of "C" in her two years' work in the upper division. Preferred recommendation is given to students who rank in the upper third of their class.

Transfer from the lower division (equivalent of grades 11 and 12) to another institution is possible for students who have earned a minimum of 64 semester hours, and Physical Education, in lower division courses. Specific subject requirements are in the fields of English, Foreign Language, Mathematics, Science, and Social Studies; two of these subjects must be pursued for three years each (including one year of pre-lower division study), and two additional subjects must be pursued for two years each.

SUGGESTED CURRICULA

Students in the four-year junior college may follow the liberal arts curriculum, as outlined below, or may concentrate somewhat more in a particular field of interest.

The outlined curricula are suggested, not rigid, and may be varied to meet the student's interests and needs.

LIBERAL ARTS CURRICULUM

Freshman Year

(11th Grade)

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 11	4	English 12	4
Biology 11	4	Biology 12	4
Modern History 11 or Problems of Democracy 13	4	Modern History 12 or Problems of Democracy 14	4
Foreign Language	4	Foreign Language	4
(French or Spanish)		(French or Spanish)	
Physical Education and Health		Physical Education and Health	
	16		16

Sophomore Year

(12th Grade)

FIRST SEMESTER		SECOND SEMESTER	
Courses	Credits	Courses	Credits
English 21	4	English 22	4
Physics 21	4	Physics 22	4
U. S. History 21	4	U. S. History 22	4
Foreign Language (French or Spanish) or Mathematics	4	Foreign Language (French or Spanish) or Mathematics	4
Physical Education and Health		Physical Education and Health	
	16		16

Junior Year

(13th Grade)

FIRST SEMESTER

Courses	Credits
English Composition 31	3
Biology 31 or Introduction to the Physical Sciences 31	4
Introduction to the Social Sciences 31	4
Foreign Language	4
(French or Spanish)	
Physical Education and Hygiene ..	1
	<hr/> 16

SECOND SEMESTER

Courses	Credits
English Composition 32	3
Biology 32 or Introduction to the Physical Sciences 32	4
Introduction to the Social Sciences 32	4
Foreign Language	4
(French or Spanish)	
Physical Education and Hygiene ..	1
	<hr/> 16

Senior Year

(14th Grade)

FIRST SEMESTER

Courses	Credits
English 41 or 43	3
Foreign Language, Continued	3
Introduction to the Humanities 41 ..	4
Zoology 41 or Chemistry 41	4
Religion 45	2
Physical Education	1
	<hr/> 17

SECOND SEMESTER

Courses	Credits
English 42 or 44	3
Foreign Language, Continued	3
Introduction to the Humanities 42 ..	4
Physiology 42 or Chemistry 42 ...	4
Religion 46	2
Physical Education	1
	<hr/> 17

SPECIAL INTEREST CURRICULA

Students with special interests in art, home economics, music, and speech, may wish to incorporate considerable work in those fields into their course in the junior college.

Course of Study for the Lower Division

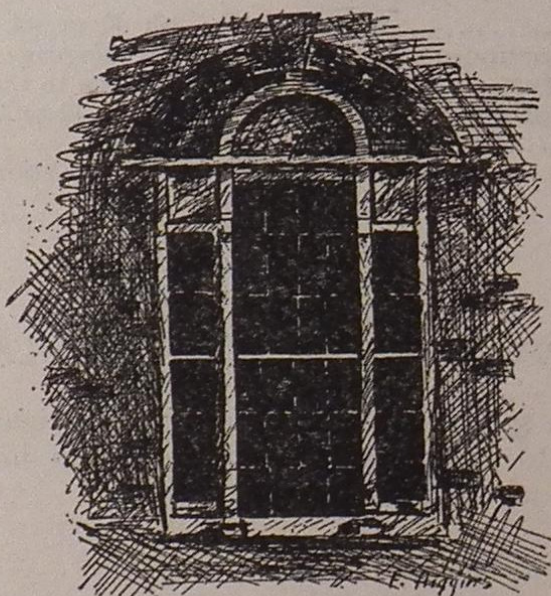
To complete the work of the lower division, students must earn a minimum total of 60 semester credits, and physical education. Besides electives in the student's field or fields of interest, the following specific requirements must be met: three years of study (including one year of pre-lower division work) in each of two of the subjects of English,

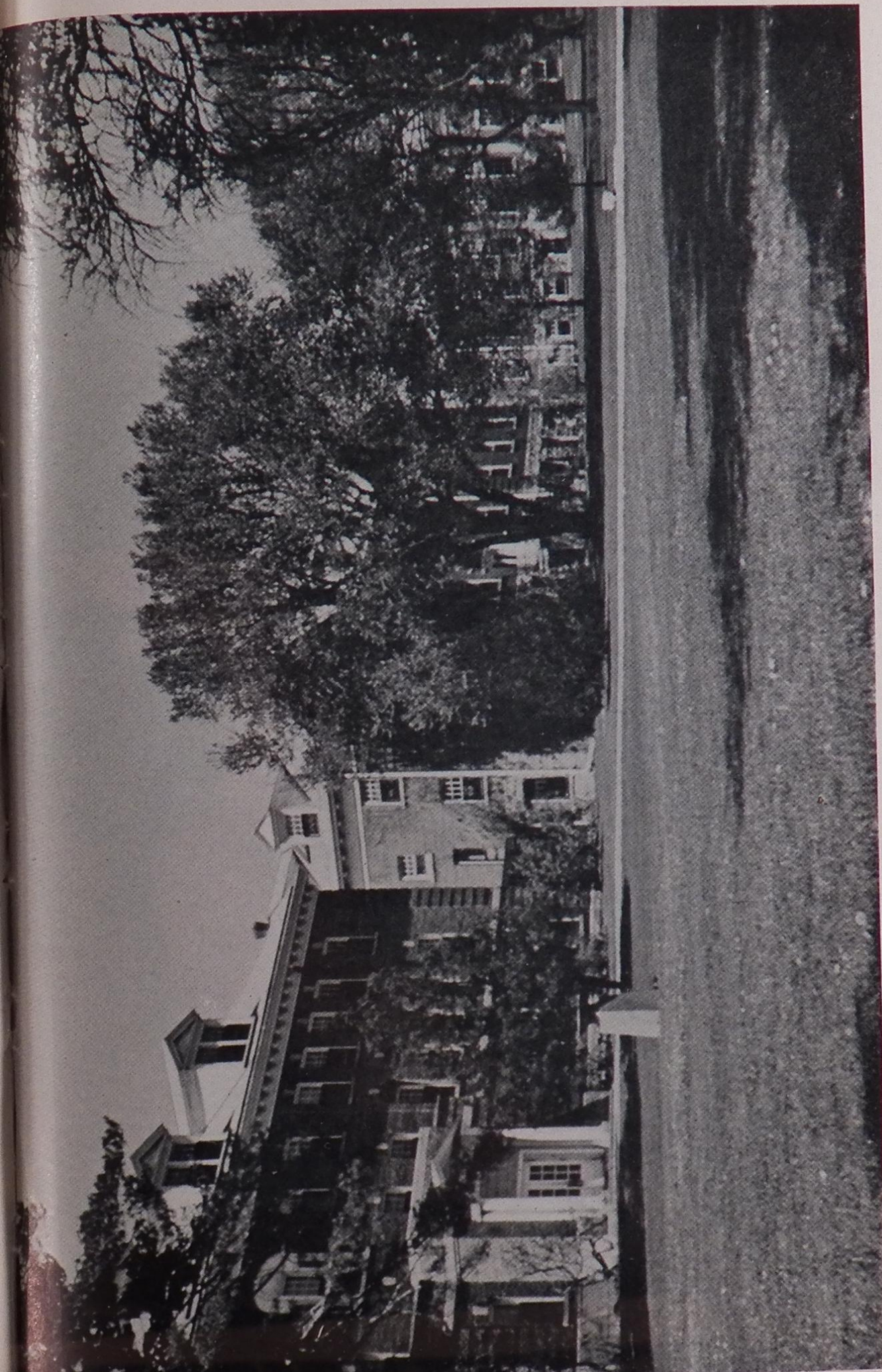
Foreign Language, Mathematics, Science, and Social Science; and two years of study in each of two others of the above-listed subjects.

Course of Study for the Upper Division

REQUIRED COURSES. To complete the work of the upper division, a student must have six credits in English, eight in Introduction to the Humanities, eight in Introduction to the Social Sciences, eight in Science or in Foreign Language, four in Religion, and four in Physical Education and Hygiene.

ELECTIVES. Twenty-six hours of electives may be chosen during the course of study in the upper division. It is recommended that a student select courses from several departments, for elective courses are available in Art, Home Economics, Music, Secretarial Studies, Speech, English Literature, Foreign Language, Mathematics, Science, and Social Science.





THE
HALL
OF
SCIENCE
AND
ART



COURSES OF INSTRUCTION

Courses are numbered 1 through 49, with odd numbers denoting first semester courses and even numbers denoting second semester courses. In general, Preparatory School courses are numbered 1 through 9; freshman courses are numbered in the tens, 11 through 19; sophomore courses are numbered in the twenties, 20 through 29; junior courses are numbered in the thirties, 30 through 39; and senior courses are numbered in the forties, 40 through 49.

HUMANITIES

The Division of Humanities brings together the achievements of men as expressed in literature, art, music, philosophy, and religion. Its purposes are to equip the student with skills necessary for an understanding and appreciation of the values attained in these areas and to acquaint her with the forms in which they are discovered.

41-42—INTRODUCTION TO THE HUMANITIES.

A course designed to promote an understanding of the forces contributing to our present culture, in both its intellectual and artistic aspects; a basis for further study of the humanities and an agent to correlate knowledge already gained; first semester study of the ancient Mediterranean civilizations, the medieval world and the culture of the Renaissance and Reformation; second semester study of the seventeenth to twentieth centuries, presenting against an historical background the contributions to literature, philosophy, music, and art; lectures, source readings, discussions, special reports, educational trips, and illustrative materials in art and music.

Four hours per week, both semesters. Four credits each semester.

ENGLISH

MR. O'GRADY, MRS. RHODES, MISS RYAN

Effort is made throughout the courses in English composition and literature to realize a two-fold aim: to enable the student to organize and express her thoughts with accuracy and effectiveness, and to cultivate an

appreciative understanding of our rich literary heritage, and its relations to the problems of modern life.

Upon the satisfactory completion of eight major works during any given semester, one semester hour of credit is given. This credit is granted to Seniors only when the course is taken in conjunction with English 45—ADVANCED COMPOSITION.

Organization of courses is planned to meet the requirements of the universities for foundation courses in composition and literature, as well as to meet the need of the individual student.

ORIENTATION COURSE.

A service course in the techniques of study and research, designed to increase competence in the preparation of classroom work, term papers, and research problems; required of all entering students; weekly lectures and project assignments in note-taking, outlining, the art of reading, and the use of the library. Class meets one hour a week. Credit in English is dependent upon successful completion of this course.

3-4—ENGLISH II.

Sound review and continued study of the principles of grammar during the first semester; weekly themes written; second semester emphasis on the reading and analysis of a literature text.

Five hours per week, both semesters. Four credits each semester.

11-12—AMERICAN LITERATURE.

Historical survey of American letters from Colonial days to the present time; emphasis upon the historical, biographical, and aesthetic forces which have been and are operative in our national literature; continued work in grammar and rhetoric, with weekly themes required; development of clarity, lucidity, and forcefulness in written and spoken English.

Four hours per week, both semesters. Four credits each semester.

21-22—TYPES OF ENGLISH LITERATURE.

A critical approach to English literature through the study of the types and forms of written expression; lectures, class discussions, and extensive outside reading designed to develop an understanding of literature as an art form and as a vehicle of opinion; study of most significant authors from Beowulf to the present in terms of the novel, the essay, the short story, the narrative poem, the lyric, the ballad, and the drama; grammar review and frequent themes required.

Four hours per week, both semester. Four credits each semester.

31-32—ENGLISH COMPOSITION.

A course with a three-fold aim: (1) logical thinking, developed through the discussion and analysis of certain standard and contemporary literary works; (2) clear and effective writing, bettered by study and practice of the simpler forms of exposition, analysis of longer expository essays, and opportunity to construct original compositions and to organize an investigative theme; (3) intelligent reading, achieved through practice in the various types of reading necessary — rapid skimming, medium rate reading for pleasure, and slow type reading required for textbook analysis; course includes weekly themes, term papers, six book reports, and individual conferences with the instructor.

Three hours per week, both semesters. Three credits each semester.

34—BOOKS AND LIBRARIES.

A course planned to develop an understanding of the functions and contributions of libraries; to provide instruction in the use of library resources; and, through a study of the aids to selection of books for vocational, general, cultural, and recreational reading, to help develop habits of self-directed reading which will carry over after college years.

Two hours per week, second semester.

Two credits.

41-42—SURVEY OF ENGLISH LITERATURE.

A survey of English literature from the Anglo-Saxon period to the present day, following the outline of English history; special attention to masterpieces in all fields; outside assignments encouraging the student to a maximum of work in a particular field in which she is interested.

Three hours per week, both semesters. Three credits each semester.

43—INTRODUCTION TO THE STUDY OF POETRY.

Study of the types of poetry through a three-fold approach: (1) the study of the technique of the chief forms of poetry; (2) the study of poetry as a creation of periods and schools; (3) the study of poetry as a creation of personalities; reasonable competence expected of the student in the analysis of a poem from these three standpoints; principal emphasis of course upon the aesthetic approach, with the object of communicating to the student a cultivated appreciation of poetry as a fine art. Prerequisite: completion of INTRODUCTION TO THE HUMANITIES. Course offered only upon sufficient demand.

Three hours per week, first semester.

Three credits.

44—INTRODUCTION TO SHAKESPEARE.

A course designed to acquaint the student with the work and life of William Shakespeare; intensive study of the following ten plays: Romeo

and Juliet, A Midsummer Night's Dream, Henry IV (Part I), Much Ado About Nothing, As You Like It, Othello, Hamlet, Lear, Macbeth, and The Winter's Tale. Prerequisite: completion of INTRODUCTION TO THE HUMANITIES. Course offered only upon sufficient demand.

Three hours per week, second semester.

Three credits.

45-46—ADVANCED COMPOSITION.

A senior course in creative prose writing; class criticism for student-written material; a survey of influences at work in American life, language, and literature, and a survey of one phase of contemporary creative writing by each student; writing by students of any of the following forms: the essay, the story, the drama, the radio script, the poem, the news story, and the advertisement. Prerequisite: English 31-32. Course offered only upon sufficient demand.

Two hours per week, both semesters.

Two credits each semester.

LATIN

MISS RYAN

These courses are planned to develop in the student the mastery of forms and a concise method of attack which makes for the accurate translation and intelligent understanding of the classics.

The courses' aims are: first, to give the student a grasp of the principles of grammar and language structure which will be practical in all subsequent language study; second, to increase the student's ability to understand and appreciate her own language; third, to help the student gain a familiarity with the men, ideas, and ideals of one of the world's great civilizations.

Third and four year Latin will be offered if there is sufficient demand for it.

1-2—ELEMENTARY LATIN.

Thorough training on forms; mastery of simple rules of syntax; reading of a large amount of simple graded materials such as myths, plays, and stories of Roman life to give practice in applying grammatical principles; writing of easy Latin.

Five hours per week, both semesters.

Four credits each semester.

3-4—CAESAR.

Brief review of elementary forms of syntax; thorough drill on sub-junctives; intensive reading of more difficult Latin preparatory to Caesar; selection from Caesar's Gallic Wars; writing of Latin based on text; collateral reading and reports.

Five hours per week, both semesters.

Four credits each semester.

MODERN LANGUAGES

The general aim of the courses in modern language is, through intensive study of the fundamentals of grammar and of correct pronunciation, to develop the ability to write and speak the simple idiomatic language, to understand it when heard, and to read graded material both intensively and for content. An endeavor is made in all classes to develop in the student an interest in, and a better understanding of, the real spirit, life, and ideals of the nation through its language. Placement tests are given at the beginning of the year. On the basis of the results, students are assigned to the classes where their ability places them.

FRENCH

MISS THOREEN

11-12—BEGINNING FRENCH.

Fundamentals of grammar; oral work in dialogues, questionnaires, and short themes; aural training through dictation and phonograph records; graded reading, and testing in comprehension; careful presentation of new material; cultural information in English.

Five hours per week, both semesters. Four credits each semester.

21-22—INTERMEDIATE FRENCH.

Grammar review, dictation, oral work, and short themes; reports on some extensive rapid reading of simple material; historical background and cultural information in English; class reading of novel and play.

Five hours per week, both semesters. Four credits each semester.

23-24—OUTLINE OF FRENCH LITERATURE.

Emphasis on seventeenth and eighteenth century readings in class; outside readings and reports on 225-300 pages each semester; grammar review and verb exercises. Prerequisite: French 11-12 and 21-22, or equivalent.

Four hours per week, both semesters. Four credits each semester.

31-32—ELEMENTARY FRENCH.

An introductory course for advanced students who have not previously studied French, or who have not completed satisfactorily a two years' high school course. Phonetics, dictation, oral work; fundamentals of grammar; readings of French history and a nineteenth century play or short novel; songs, dialogues and short compositions. Open only to students in the upper division.

Four hours per week, both semesters. Four credits each semester.

33-34—ADVANCED FRENCH.

Grammar review, biographical sketches upon which compositions are based; short stories on a variety of subjects; vocabulary drills, simple conversations on classroom exercises; reports on 225-300 pages of outside reading each semester. Prerequisite: French 31-32 or the equivalent. Assignment to class follows a standard test in French, which is given to all students in the department.

Three hours per week, both semesters. Three credits each semester.

41-42—FRENCH LITERATURE SURVEY.

Readings in old poems and plays, selected plays of the seventeenth century, novels of the eighteenth century, and at least one play of the nineteenth or twentieth century; reports on outside readings in the same periods. Prerequisite: French 33-34 or equivalent. Registration in class dependent on standing in the French test given to students in the department.

Three hours per week, both semesters. Three credits each semester.

SPANISH

MISS WHITCOMB

11-12—BEGINNING SPANISH.

Constant practice in oral work through dictation, reading, phonograph records; aural training; fundamentals of grammar; graded reading, so treated as to train the student to grasp the idea directly from the language itself.

Five hours per week, both semesters. Four credits each semester.

21-22—INTERMEDIATE SPANISH.

A review and continuation of the first year's work, augmented by more detailed study; simple composition and conversation; intensive and extensive reading in modern literature and in Spanish history; outside reading for content, second semester. Prerequisite: Spanish 11-12 or equivalent.

Four hours per week, both semesters. Four credits each semester.

31-32—ELEMENTARY SPANISH.

A rapid course for advanced students who have not previously studied Spanish. Oral work; reading, dictation, simple conversation; aural training; elements of grammar; simple yet idiomatic reading material.

Four hours per week, both semesters. Four credits each semester.

33-34—ADVANCED SPANISH.

Review and enlargement of the first year's work; conversation, some composition, reading, mainly for content, in history and in contemporary literature; outside reading, second semester. Prerequisite: Spanish 31-32 or equivalent.

Three hours per week, both semesters. Three credits each semester.

RELIGION AND PHILOSOPHY

MR. WILSON

The purposes of the Department of Religion and Philosophy are to integrate the knowledge and insights achieved in previous courses, to relate the understanding of man, society, and the natural world to the problems of contemporary living, to acquaint the student with some of the important philosophical and religious literature which has molded the cultures of the world, and to provide a background for advanced study in religion and philosophy.

40—SOCIAL PHILOSOPHY.

A course designed to integrate knowledge and understanding of society by a critical study of the most significant literature concerning the origin and organization of social life. Readings selected from Plato, Augustine, Moore, Bacon, Locke, Rousseau, Montesquieu, Marx, and contemporary writers.

Three hours per week, second semester.

Three credits.

45-46—RELIGIOUS LITERATURE AND LIVING.

Introduction to the study of religion; an examination of representative types of religious literature selected from the Bible and non-Christian religions, followed by a philosophical inquiry into the concept of God.

Two hours per week, both semesters. Two credits each semester.

SPEECH AND DRAMA

MISS KENDALL

The aim of this department is fourfold: first, to develop an appreciation of the art of speaking; second, to aid the student of literature in oral expression; third, to give the student who expects to major in speech or dramatic work a foundation for university study; fourth, to foster the creative spirit through the medium of the theatre.

Frances Shimer offers opportunity to all students for artistic self-expression through the drama. Special festivals are given at Christmas

and Easter. The Dramatic Club stages two productions. The Play Production students present one-act plays. Not only in acting and stage management, but in design, costume, music, and dancing, the student receives practice in relating her art to an artistic whole. All departments of the college co-operate in producing a play.

Upon consultation with the instructor, students with particular speech difficulties will receive individual attention in corrective speech. These students are urged to elect Speech 21 or Speech 31.

21-22—SPEECH.

A beginning course in the fundamentals of speech for students of the lower division; voice and pantomime, oral reading, and creative dramatics; frequent opportunities to appear informally before an audience.

Two hours per week, both semesters. Two credits each semester.

31—FUNDAMENTALS OF SPEECH.

A foundation course for public speaking, interpretation, and acting; breathing, elements of tone production, the relation of emotion to speech; posture; rhythm; oral exercises with student criticism; private instruction for those needing corrective speech.

Two hours per week, first semester.

Two credits.

32—LITERARY INTERPRETATION.

A study of moods, emotions, and ideas as expressed by the poet, novelist, dramatist, with student's own creative work in monologues and plays; some study in acting technique, and in radio technique; lyric verse, dramatic monologues, short stories, scenes from plays and the student's own creations used as source material. Prerequisite: Speech 31.

Two hours per week, second semester.

Two credits.

34—EXTEMPORANEOUS SPEAKING.

The organizing of public opinion through speech; study of the impulses governing human behavior; organization of speech material; assigned reading; constant drill in speaking from the platform. Prerequisite: Speech 31.

Two hours per week, second semester.

Two credits.

35-36—PLAY PRODUCTION.

A lecture and laboratory course which surveys the practical problems of scene design and construction, painting, lighting, costuming and makeup, and directing; laboratory work gained through holding responsible positions in public productions which give practical training in

management and in the technical phases of production. Open to lower division students by special permission.

Two hours per week per semester, and a minimum of thirty-six hours of crew work each semester. Two credits each semester.

43-44—INDIVIDUAL INSTRUCTION FOR ADVANCED STUDENTS.

Private lessons for seniors who expect to major in speech; open to others by special permission. A maximum of four credits granted for work in this course. Advanced interpretation, characterization, and preparation of recital material. Prerequisite: Speech 32.

Two half-hour lessons per week and a minimum of five hours per week in study and practice, both semesters. Two credits each semester.

SOCIAL SCIENCE

The aim of the social sciences is to give the student perspective and to prevent her submergence by the details of the knowledge of the world in which she lives. The background for an intelligent understanding of things as they are is to be found in the history of the past. Other courses are concerned primarily with the impact of forces generally known as the industrial revolution on economic, social and political institutions. Eventually it is hoped that the student will have an appreciation of the major social problems of the present day and not only will be eager to receive the rich heritage of the race but will also be enabled to contribute to its enrichment.

31-32—INTRODUCTION TO SOCIAL SCIENCES.

A general course designed to acquaint the student with the historical development of the social, political, and economic institutions of modern life and to provide a basis for further study of social science. Course required of all juniors.

Four hours per week, both semesters. Four credits each semester.

ECONOMICS

MISS LEAMAN

41—GENERAL ECONOMICS.

A course designed to orient the student in some of the fundamental economic principles and in the problems of modern economic society; emphasis on the development of the present economic order and such characteristics as private property, reliance on free private enterprise and the profit motive, interdependence and specialization, prices, financial control, and world markets.

Three hours per week, first semester.

Three credits.

HISTORY

MISS LEAMAN, MR. MCBRIDE, MISS HOSTETTER

11-12—MODERN EUROPEAN HISTORY.

An elementary course for lower division students. First semester study of Western Europe from the reign of Louis XIV to 1789, with attention to international relations as influenced by dynastic rivalries and revolutionary movements; second semester study of period from 1789 to the present, with detailed consideration of political and economic influences and of the international relations which culminated in the World War.

Four hours per week, both semesters. Four credits each semester.

21-22—AMERICAN HISTORY AND GOVERNMENT.

A study of the history and political institutions of our country from the beginning to the present day, with special stress on the more recent period; a unified course of study making possible a greater insight and understanding concerning the historical background of our federal and state governmental structure.

Four hours per week, both semesters. Four credits each semester.

33-34—HISTORY OF EUROPE.

A survey of the history of Europe from the period of the Roman Empire to the present day; first semester study emphasis upon the development of medieval civilization upon the foundations left by the Romans, the Renaissance, the Reformation, and the struggle between absolutism and constitutionalism; second semester study of nineteenth century revolutionary movements, the growth of nationalism and imperialism, and the first World War and its results; lectures supplemented by collateral readings, maps and reports.

Three hours per week, both semesters. Three credits each semester.

43-44—RECENT AMERICAN HISTORY AND INSTITUTIONS.

A study of the chief forces in the development of American society since the Civil War; emphasis upon the development of present-day institutions, upon economic and social questions, and upon the general subject of foreign relations; considerable attention to Latin-American relations. Prerequisite: a course in American History.

Three hours per week, both semesters. Three credits each semester.

46—CONTEMPORARY EUROPE.

Study of the origins of World War I, the Paris Peace Conference, domestic and international problems of the interwar period, the rise of Hitler, events leading to World War II, the problems of the war and reconstruction, and plans for the postwar world.

Three hours per week, second semester.

Three credits.

47-48—INTRODUCTION TO ART HISTORY.

A survey study of the history of art, designed to give a foundation for subsequent period courses; the tracing of the development of style, emphasizing sculpture and architecture in the first semester, and painting in the second semester; study of general art principles, showing the value of such knowledge in the development of taste and observation and in evaluation; lectures supplemented by collateral readings, term papers, and the study of numerous reproductions. Either semester's work may be taken separately, but the entire course is recommended.

Two hours per week, both semesters. Two credits each semester.

PSYCHOLOGY

MISS BAXTER

41—GENERAL PSYCHOLOGY.

An introduction to the principles of psychology observable in everyday life; a survey of the forces at work in mental life, and their control and application to the problems about us; considerable study of the subjects of personality, individual differences, heredity, intelligence, motivation, emotion, learning, thought, and observation. Personal conferences with instructor concerning psychological problems arising in connection with college work and social adjustment included as integral part of the course.

Three hours per week, first semester.

Three credits.

SOCIOLOGY

MISS LEAMAN, MRS. HUBER, MR. WILSON

13-14—PROBLEMS OF DEMOCRACY.

A course presenting various aspects of present-day American life and institutions; emphasis upon the relation of the home to the economic, social, educational, and civic problems of the commonwealth and upon the responsibility of the homemaker to these problems.

Four hours per week, both semesters. Four credits each semester.

40—SOCIAL PHILOSOPHY.

A course designed to integrate knowledge and understanding of society by a critical study of the most significant literature concerning the origin and organization of social life. Readings selected from Plato, Augustine, Moore, Bacon, Locke, Rousseau, Montesquieu, Marx and contemporary writers.

Three hours per week, second semester.

Three credits.

42—INTRODUCTION TO SOCIOLOGY.

A study of the present social order in contrast to the social order which it is in process of displacing, i. e., the pre-industrial social order; study of such topics as population, the technological base, man and his environment, man's social heritage, social groups and institutions in modern society, racial and cultural diversity, human nature, and the various problems arising from social change.

Three hours per week, second semester.

Three credits.

NATURAL SCIENCE AND MATHEMATICS

BIOLOGICAL SCIENCES

MISS WEIGEL

The courses in biology are designed to give the students a clear conception of the underlying principles which govern living matter. The dominating objectives of the courses are: (1) to cultivate skill and habits of scientific thinking as are exemplified by biology, (2) to describe and interpret the machinery of the organic world, and (3) to contribute such practical information about biology as is desirable for citizens in the modern world.

11-12—ELEMENTARY BIOLOGY.

A lower division study of plants and animals, their lives, functions, environments, and economic importance; field trips familiarizing the student with local flowers, birds, and insects; emphasis upon human biology, public health, and consumer biology.

*Three class meetings and two two-hour laboratory periods per week,
both semesters. Four credits each semester.*

31-32—INTRODUCTION TO THE BIOLOGICAL SCIENCES.

A study covering the following four main divisions: I. Variety and relationships among living things: a brief study of the plant and animal kingdoms, including a study of man's probable ancestry. II. The dynamics of living organisms: an analysis of how the living machine works, with particular stress on the physiology and psychology of man in health and disease. III. Organic evolution, heredity, and eugenics. IV. Ecology: the relation of living organisms to their environment and to each other; the problems of social organization in lower organisms. Laboratory demonstrations and motion pictures used.

*Four lecture periods per week, both semesters.
Four credits each semester.*

41—GENERAL ZOOLOGY.

An introduction to the principles governing animal and human life; a comprehensive survey of the structures of the organism relative to digestion, respiration, excretion, and reproduction; discussions of philosophical phases of the subject, such as the nature and origin of life, spontaneous generation; the germ theory of disease, and immunity; lectures, discussions, and laboratory work planned to introduce the major divisions of animal biology, anatomy, physiology, ecology, classification, and geographic distribution. Prerequisite: Biology 31-32.

*Two lectures and two two-hour laboratory periods per week, first
semester. Four credits.*

42—PHYSIOLOGY.

A course acquainting the student with scientific observation, experiments, and thinking, furnishing a basis for meeting the varying physiological needs of life; study of anatomy, cell structure, work of the heart, circulation and the internal environment, respiration, digestion and foods, action of muscle and nerve, and body defenses against disease.

Two lectures and two two-hour laboratory periods per week, second semester. Four credits.

PHYSICAL SCIENCES

MR. LOVEJOY, MRS. HINES

21-22—ELEMENTARY PHYSICS.

A course offering explanations of common phenomena in daily life and an undertaking of the laws which control them; study of scientific method; attention to the mathematical aspect of the subject, but emphasis upon the applications of principles of physics in the modern environment. Prerequisite: two years of high school mathematics. An elective course for freshmen and sophomores.

Three class meetings and two two-hour laboratory periods per week, both semesters. Four credits each semester.

23-24—ELEMENTARY CHEMISTRY.

A course leading to an understanding of the different kinds of matter and of the processes by which particular varieties are transformed into new and different substances; study of specific substances and processes important in everyday life; consideration of the nature of scientific knowledge, the way in which it is discovered, and the methods of thought involved in its application.

Three class meetings and two two-hour laboratory periods per week, both semesters. Four credits each semester.

31-32—INTRODUCTION TO THE PHYSICAL SCIENCES.

A course designed to familiarize the student with the chief concepts and methods of the physical sciences, and with those sciences' principal contributions to modern life; lectures in the fields of astronomy, physics, chemistry, and geology; experimental demonstrations and educational motion pictures illustrative of the lectures.

Four class meetings per week, both semesters. Four credits each semester.

33-34—GENERAL COLLEGE PHYSICS.

Mechanics, heat, electricity, sound, and light; emphasis on the practical application of physical principles. Course planned for home eco-

nomics and physical education majors; not open to students who have had high school physics.

*Three class meetings and two two-hour laboratory periods per week,
both semesters. Four credits each semester.*

41-42—GENERAL CHEMISTRY.

A course in general inorganic chemistry, with introductory qualitative analysis; emphasis on understanding the fundamental laws of chemical action and modern theories about chemical phenomena. Course designed for students needing chemistry as prerequisite for home economics, medicine, nursing, or a major in science, as well as for those wishing a general liberal arts study. Prerequisite: Physical Sciences 31-32 or high school chemistry.

*Three lectures and two two-hour laboratory periods per week, both
semesters. Four credits each semester.*

MATHEMATICS

MISS BAXTER

The courses in mathematics aim to prepare the student for advanced study in mathematics, for the teaching of mathematics in secondary schools, for more efficient work in the various fields of business, finance, statistics, science, art and engineering, and to develop a method of thinking and solving problems that will be useful in daily life.

1-2—ALGEBRA.

The language and ideas of algebra; the formula, the equation, graphs, signed numbers, the fundamental operations, factoring and problem solving, including the solving of the quadratic equation.

Five hours per week, both semesters. Four credits each semester.

11-12—PLANE GEOMETRY.

A study of straight-line figures, parallels, perpendiculars, circles, similar polygons, areas of polygons and circles, regular polygons.

Five hours per week, both semesters. Four credits each semester.

21-22—SECOND YEAR ALGEBRA.

A review of first year algebra; the functional relation, graphs, variation, exponents, roots, radical, quadratic equations, radical equations, systems of quadratic equations, binomial theorem, logarithm, and the trigonometry of a right triangle. Work of the first semester covers required work for one-half credit. The whole year is recommended for College Board candidates.

Four hours per week, both semesters. Four credits each semester.

24—SOLID GEOMETRY.

Lines, planes, and angles in space; a study of polyhedrons, cylinders, cones, and spheres, with computation of their surfaces and volumes.

Four hours per week, second semester.

Four credits.

31—TRIGONOMETRY.

Trigonometric functions of angles, reduction formulas, fundamental identities, radian measure, inverse functions, equations, and the solution of triangles.

Three hours per week, first semester.

Three credits.

32—COLLEGE ALGEBRA.

A study of variables, functions, theory of equations, binomial theorem, progressions, logarithms, permutations, combinations, partial fractions, determinants, and series.

Three hours per week, second semester.

Three credits.

41—GENERAL BUSINESS.

A course enabling the student to understand and appreciate the use and value of mathematics in business and in daily life; special consideration to the topics of borrowing money, installment buying, life insurance, social security taxes, the use of credit, communication services, filing systems, and the relation of business to society.

Three hours per week, first semester.

Three credits.

42—SECRETARIAL ACCOUNTING.

Fundamental principles of accounting; the application of these principles in keeping the books of a professional enterprise on a cash basis; preparation of financial statements; profit and loss statements; the balance sheet.

Three hours per week, second semester.

Three credits.

THE FINE ARTS

The Division of the Fine Arts includes the work of the Departments of Graphic and Plastic Arts and Music. Courses aimed at developing an understanding of the arts as well as at increasing performing skills are included in the curricula.

Music in the junior college has a special function in that it continues and develops the interest aroused in secondary schools through participation in orchestra, chorus, and glee club. It also aims to carry to a higher degree of proficiency the performing skills acquired elsewhere. For the junior college student, as well as for the older liberal arts college student, music acts as an emotional outlet, a refuge from the commonplace, an emotional and intellectual discipline, a vehicle for personality development, and finally as an avocation or vocation.

Graphic and Plastic Arts in the junior college serve to prepare the student to make significant creative contribution to contemporary art and life, whether that contribution be in a university, an art school, a home, or a professional position. Beginning professional training, in the junior college, accompanies the regular academic work, thus challenging students to an awareness of the practical need for art in every-day life.

HISTORY AND APPRECIATION OF THE FINE ARTS

MISS HOSTETTER, MISS GAUME, MME. SCOTT

11-12—FINE ARTS SURVEY.

A course designed to supplement the courses in Art and Music; an attempt to give the student an understanding of the development of the arts throughout history and of man's effort to express himself through their means; presentation of and commentaries on examples of the major and minor art forms; emphasis upon the application of the material to the every-day life of the student; attention called to the development of appreciation of the arts as a leisure time activity.

Two hours per week, both semesters. Two credits each semester.

31-32—MUSIC APPRECIATION.

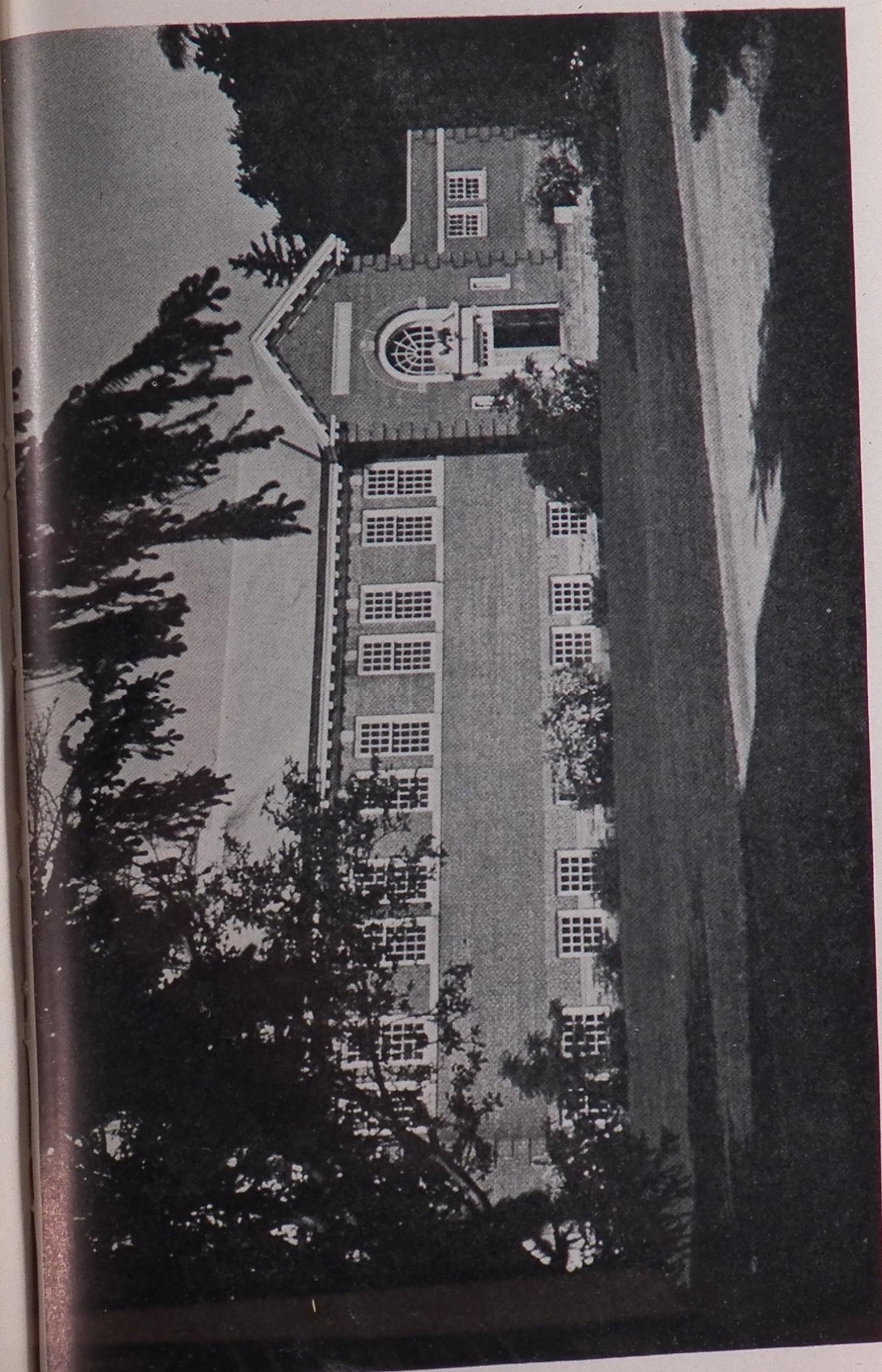
A layman's course in the appreciation of music, designed primarily for liberal arts students; emphasis upon an intelligent understanding of the periods, forms, styles, and techniques of music; lectures, attendance at recitals, use of records from Carnegie Music Set, assigned readings, and papers included in the course.

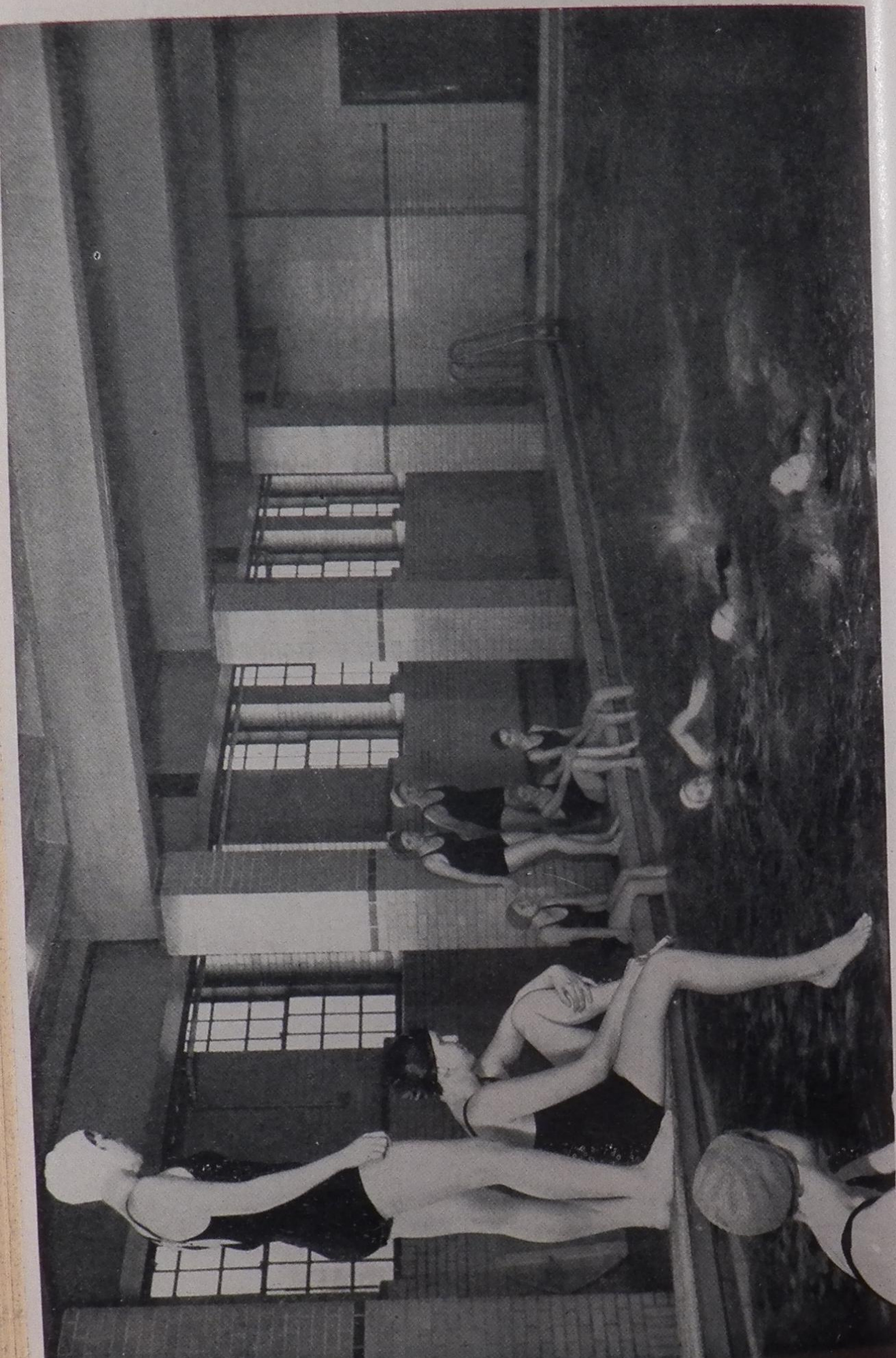
*Two class hours and one listening period per week, both semesters.
Two credits each semester.*

41-42—HISTORY OF MUSIC.

A study of the history of music from the dawn of civilization to the present day; notebooks containing class notes, pictures, and biographies of most noted musicians required; teaching method by lectures, discussions, outside reading, themes, term papers, and occasional music examples. Course offered only on sufficient demand.

Two hours per week, both semesters. Two credits each semester.





SWIMMING POOL

47-48—INTRODUCTION TO ART HISTORY.

A survey of the history of art, designed to give a foundation for subsequent period courses; the tracing of the development of style, emphasizing sculpture and architecture in the first semester, and painting in the second semester; study of general art principles, showing the value of such knowledge in the development of taste and observation and in evaluation of present day art; lectures supplemented by collateral readings, term papers, and the study of numerous reproductions. Either semester's work may be taken separately, but the entire course is recommended.

Two hours per week, both semesters. Two credits each semester.

MUSIC

The music courses are so organized as to prepare students for advanced work in music, but they also are designed to meet the more general needs of the average student. Participation in recitals is encouraged as an aid to poise. Private and group lessons in applied music stress the building of repertoire and the development of technical proficiency. Choral and ensemble classes demand musicianship and afford the pleasure of group activity.

Lower division students electing courses in applied music also may enroll for the FINE ARTS SURVEY. A one-hour class in music theory is required of all students taking music on the ELEMENTARY I or II level. Upper division students, on the intermediate or advanced level, must take as a parallel course either MUSIC APPRECIATION, EAR TRAINING AND SIGHT SINGING, or ELEMENTARY HARMONY. Students planning to do advanced study in music are encouraged to take the second year of harmony, thereby completing the basic two-year theoretical training required of freshman and sophomore music students at four-year colleges and universities.

THEORY OF MUSIC

MISS EBY, MRS. BROWN

33-34—EAR TRAINING AND SIGHT SINGING.

Study of notation, rhythm, scales, keys, intervals, primary triads, and music terms; practice in reading at sight, singing in correct pitch, and in detecting difference in rhythmic patterns; ear training through dictation of increasing difficulty in rhythms, intervals, and melodies; practice in two and three part sight reading.

Two hours per week, both semesters. Two credits each semester.

35-36—ELEMENTARY HARMONY.

Introduction to principles of chord structure; intervals, primary and secondary triads, dominant seventh and ninth chords, secondary seventh

chords, modulations to closely related keys; written exercises based upon figured basses and given melodies; analysis of simple two and three part forms; emphasis upon the harmonization of original melodies.

Two hours per week, both semesters. Two credits each semester.

43-44—ADVANCED HARMONY.

Inversions of the secondary seventh chords; chromatic alterations; altered chords; modulations to far-related keys; appoggiaturas; suspensions; anticipations; melodic figuration; analysis of the Bach chorales; creative writing in small forms; a summary of modern harmonic trends, designed to enable the student to recognize impressionistic and atonal devices.

Two hours per week, both semesters. Two credits each semester.

ENSEMBLE MUSIC

MME. SCOTT, MRS. BROWN

All students who meet the prerequisites are eligible for these ensembles.

31-32—ORCHESTRA.

Prerequisite: ability to play orchestral instruments and the approval of the instructor. Required of violin students. Two meetings for instruction and practice per week with additional rehearsals for public concerts. Credit is not given for one semester only.

Two hours per week, both semesters. One credit each semester.

33-34—GLEE CLUB.

An organization open to all voice students. Other students interested in ensemble singing are eligible after voice and music knowledge tests. Frequent public appearances afford opportunity for musical expression. Special rehearsals are required prior to all public appearances. Credit is not given for one semester only. The course may be dropped only with permission of the Dean and continuous attendance is required.

Two hours per week, both semesters. One credit each semester.

35-36—CHAPEL SINGERS.

Nine singers are selected annually by the instructor to lead the music in chapel services, sing occasionally in churches, broadcast, and give concerts in neighboring towns. Credit is not given for one semester.

One hour per week, both semesters. One-half credit each semester.

PIANO

MRS. BROWN, MISS EBY, MISS GAUME

The courses in piano include all grades of material required for the most systematic technical and musical development, and involve a special

adaptation to the needs of each individual pupil. Particular attention is given to thoroughness in foundation work, and representative compositions are chosen throughout the course in order that the emotional and intellectual qualities may be developed in unison with the technical. Public student recitals are given at intervals during the year. Students may enter courses for which they are found qualified by the placement test. Material of the approximate grades listed will be selected to suit individual needs.

Class lessons include fundamentals of music theory for Elementary I and II, and sight-reading and ensemble for all levels.

11-12—PIANO, ELEMENTARY I.

Piano fundamentals for beginners in the lower division. Technique: major scales, two notes to a beat, M.M. at 72; major triads and inversions. Repertoire: Couperin, *First Lessons for Adult Beginners*; Oxford, *Piano Class Methods*; Hanon, *Virtuoso Pianist*; shorter pieces. Sight reading and ensemble. (Beginners in the upper division, see Piano 31-32.)

One hour music theory, one half-hour private lesson, and five hours practice per week, both semesters. Two credits each semester.

13-14—PIANO, ELEMENTARY II.

A course for beginners in the lower division who have a reading knowledge of both bass and treble clefs. Technique: major and minor scales, two notes to a beat, M.M. at 72; major and minor triads and inversions. Repertoire: Burgmuller, *Etudes*; Hanon, *Virtuoso Pianist*; Thompson, *Famous Classics*; *Master Series for the Young*; *Sonatina Album*; Diller-Quaile, *Books II and III*; shorter pieces. Sight reading and ensemble. (Beginners in the upper division who have a reading knowledge of both bass and treble clefs, see Piano 33-34.)

One hour music theory, one half-hour private lesson, and five hours practice per week, both semesters. Two credits each semester.

21-22—PIANO, INTERMEDIATE.

A course for lower division students who have completed ELEMENTARY II requirement. Technique: major and minor scales, two, three, and four notes to a beat, M.M. at 100; major and minor arpeggios (no inversions) in rhythms, M.M. at 66; Heller, Op. 45; Czerny, Op. 821. Repertoire: Bach's *Two-Part Inventions*; Haydn and Mozart, *Sonatas* (easy); Chopin, *Preludes* (easy); Mendelssohn, *Songs Without Words*; Schumann, *Scenes from Childhood*; compositions of Debussy, Palmgren, Grieg, and MacDowell. Two-piano work and sight reading. (Upper division students who have completed ELEMENTARY II requirements, see Piano 35-36.)

One hour music theory, one half-hour private lesson, and five hours practice per week, both semesters. Two credits each semester.

23-24—PIANO, ADVANCED.

A course for lower division students who have completed INTERMEDIATE PIANO requirements. Technique: major, minor, and chromatic scales in rhythms, hands an octave, sixth, and tenth apart, M.M. at 116; major and minor arpeggios and their inversions in rhythms, M.M. at 100; dominant seventh arpeggios in rhythms, M.M. at 88. Repertoire: Cramer, *Fifty Studies for the Piano*; Chopin, *Etudes*; Bach, *Three-Part Inventions* and *The Well-Tempered Clavichord Book I*; Mozart and Beethoven sonatas; compositions of the Romantic, Impressionistic, and Modern composers. Advanced two-piano work. Accompanying for those interested. (Upper division students who have completed INTERMEDIATE PIANO requirements, See Piano 41-42.)

One hour private lesson and ten hours practice per week, both semesters. Two credits each semester.

31-32—PIANO, ELEMENTARY I.

A course, similar to Piano 11-12, for beginners in the upper division. For description, see Piano 11-12, above.

One hour music theory, one half-hour private lesson, and five hours practice per week, both semesters. No credit.

33-34—PIANO, ELEMENTARY II.

A course, similar to Piano 13-14, for beginners in the upper division. For description, see Piano 13-14, above.

One hour music theory, one half-hour private lesson, and five hours practice per week, both semesters. One credit each semester.

35-36—PIANO, INTERMEDIATE.

A course, similar to Piano 21-22, for students in the upper division who have completed ELEMENTARY II requirements. For description, see Piano 21-22, above. (A parallel course in either EAR TRAINING AND SIGHT SINGING, HARMONY, or MUSIC APPRECIATION must be taken if the student is to receive credit for Piano 35-36.)

One hour music theory, one half-hour private lesson, and five hours practice per week, both semesters. Two credits each semester.

41-42—PIANO, ADVANCED.

A course, similar to Piano 23-24, for students in the upper division who have completed INTERMEDIATE PIANO requirements. For description, see Piano 23-24, above. (A parallel course in either EAR TRAINING AND SIGHT SINGING, HARMONY, or MUSIC APPRECIATION must be taken if the student is to receive credit for Piano 41-42.)

One hour private lesson and ten hours practice per week, both semesters. Three credits each semester.

VIOLIN
MRS. BROWN

Instruction is offered in all string instruments, including violin, cello, viola and double bass. Students not only receive one private and one class lesson per week but also are encouraged to join the various ensemble groups.

11-12—VIOLIN, ELEMENTARY I.

An elementary course for students in the lower division. Particular attention to the manner of holding the violin and bow and to good intonation and tone quality. Maia Bang, *Book I*; Wohlfhart, *Op. 45, Book I*; Kayser, *Etudes, Op. 20, Book I*; Gruenberg, *Progressive Studies, Vol. I*, or other similar etudes; Pleyel, *Duos*; pieces of corresponding grade. (Upper division students who are on the ELEMENTARY I level, see Violin 31-32.)

One hour music theory, one half-hour private lesson, and five hours practice per week, both semesters. Two credits each semester.

13-14—VIOLIN, ELEMENTARY II.

A course for lower division students who have fulfilled ELEMENTARY I requirements. Wohlfhart, *Op. 45, Book II*; Sevcik, fundamental technical exercises; scales and arpeggios in the lower three positions; Danola, *Air Varies*; Hans Sitt, *Concertino*; Seitz, concertos or similar works. (Upper division students who are on the ELEMENTARY II level, see Violin 33-34.)

One hour music theory, one half-hour private lesson, and five hours practice per week, both semesters. Two credits each semester.

21-22—VIOLIN, INTERMEDIATE.

A course for lower division students who have completed ELEMENTARY II requirements. Mazas, *Etudes, Parts I and II*; Dont, *Op. 37*; Sitt, *Op. 20*; Kruetzer, double stop exercises; Fischel and Hermann, exercises; Accolay, *Concerto*; Handel and Mozart, *Sonatas*; other standard works of medium difficulty. (Upper division students who have completed ELEMENTARY II requirements, see Violin 35-36.)

One hour music theory, one half-hour private lesson, and five hours practice per week, both semesters. Two credits each semester.

23-24—VIOLIN, ADVANCED.

A course for lower division students who have completed INTERMEDIATE VIOLIN requirements. Tartini, *Art of the Bow*; Flesch, *Scale Studies*; Rode, *Etudes*; Dont, *Fiorillo, Op. 35*; Wieniawski, *Etudes Caprices*; Bach, *Sonatas*; Viutti, concertos; Nardini, Spohr, Bruch,

Mendelssohn, Lalo, and other standard repertoire compositions. Presentation of a recital required. (Upper division students who have completed INTERMEDIATE VIOLIN requirements, see Violin 41-42.)

One hour private lesson and ten hours practice per week, both semesters. Two credits each semester.

31-32—VIOLIN, ELEMENTARY I.

A course, similar to Violin 11-12, for students in the upper division. For description, see Violin 11-12, above.

One hour music theory, one half-hour private lesson, and five hours practice per week, both semesters. No credit.

33-34—VIOLIN, ELEMENTARY II.

A course, similar to Violin 13-14, for students in the upper division. For description, see Violin 13-14, above.

One hour music theory, one half-hour private lesson, and five hours practice per week, both semesters. One credit each semester.

35-36—VIOLIN, INTERMEDIATE.

A course, similar to Violin 21-22, for students in the upper division who have completed ELEMENTARY II requirements. For description, see Violin 21-22, above. (A parallel course in either EAR TRAINING AND SIGHT SINGING, HARMONY, or MUSIC APPRECIATION must be taken if the student is to receive credit for Violin 35-36.)

One hour music theory, one half-hour private lesson, and five hours practice per week, both semesters. Two credits each semester.

41-42—VIOLIN, ADVANCED.

A course, similar to Violin 23-24, for students in the upper division who have completed INTERMEDIATE VIOLIN requirements. For description, see Violin 23-24, above. (A parallel course in either EAR TRAINING AND SIGHT SINGING, HARMONY, or MUSIC APPRECIATION must be taken if the student is to receive credit for Violin 41-42.)

One hour private lesson and ten hours practice per week, both semesters. Three credits each semester.

VOICE

MME. SCOTT

11-12—VOICE, ELEMENTARY I.

A course for beginners in the lower division. Clippinger, vocal method; Concone, 50 vocalises; Vaccai, vocalises; elementary theory; easy songs. (Upper division students beginning voice study, see Voice 31-32.)

One half-hour private lesson, one hour class lesson, and five hours practice per week, both semesters. Two credits each semester.

13-14—VOICE, ELEMENTARY II.

A course for lower division beginners with some knowledge of singing and musicianship. Clippinger, *vocal method*; Concone, 50 *vocalises*; Vaccai, *vocalises*; and more advanced songs in Italian and English. (Upper division beginners with some knowledge of singing and musicianship, see Voice 33-34.)

One half-hour private lesson, one hour class lesson, and five hours practice per week, both semesters. Two credits each semester.

21-22—VOICE, INTERMEDIATE.

A course for lower division students with previous training and some experience in performance. Clippinger, *vocal method*; Spicker, *vocalises*; Vaccai, *vocalises*; songs in Italian, French, German, and English. (Upper division students with previous training and some experience in performance, see Voice 35-36.)

One half-hour private lesson, one hour class lesson, and five hours practice per week, both semesters. Two credits each semester.

23-24—VOICE, ADVANCED.

A course for lower division students with exceptional ability in voice and musicianship. Spicker, *masterpieces of vocalization*; Marchesi, *vocalises* and full repertoire. (Upper division students qualified for

ADVANCED VOICE, see Voice 41-42.)

One half-hour private lesson, one hour class lesson, and a minimum of five hour practice per week, both semesters. Two credits each semester.

31-32—VOICE, ELEMENTARY I.

A course, similar to Voice 11-12, for beginning voice students in the upper division. For description, see Voice 11-12, above.

One half-hour private lesson, one hour class lesson, and five hours practice per week, both semesters. One credit each semester.

33-34—VOICE, ELEMENTARY II.

A course, similar to Voice 13-14, for upper division beginners with some knowledge of singing and musicianship. For description, see Voice 13-14, above.

One half-hour private lesson, one hour class lesson, and five hours practice per week, both semesters. One credit each semester.

35-36—VOICE, INTERMEDIATE.

A course, similar to Voice 21-22, for students in the upper division who have completed ELEMENTARY II requirements. For description and crediting, see Voice 21-22, above. (A parallel course in either EAR

TRAINING AND SIGHT SINGING, HARMONY, or MUSIC APPRECIATION must be taken if the student is to receive credit for Voice 35-36.)

One half-hour private lesson, one hour class lesson, and five hours practice per week, both semesters. Two credits each semester.

41-42—VOICE, ADVANCED.

A course, similar to Voice 23-24, for upper division students with exceptional ability in voice and musicianship. For description and credit-
ing, see Voice 23-24, above. (A parallel course in either HISTORY OF
MUSIC, EAR TRAINING AND SIGHT SINGING, HARMONY, or MUSIC
APPRECIATION must be taken if the student is to receive credit for
Voice 41-42.)

*One half-hour private lesson, one hour class lesson, and a minimum
of five hours practice per week, both semesters. Two credits each semester.*

GRAPHIC AND PLASTIC ARTS

MISS BELL, MRS. KNEALE

The art courses are designed both to prepare students for profes-
sional work and advanced training in the field and to meet the needs of
students wishing non-specialized experience in art for their personal
development.

To develop an appreciation of the part art plays in life, art expres-
sion is emphasized in school activities. The Dickerson Art Gallery thus
plays an important role in the life of the college. Frances Shimer was
one of the first institutions of its type to have established an art gallery,
and students have unlimited opportunity to study its permanent works
of art. The Carnegie Art Set of 900 reproductions and 130 volumes on
art and related subjects is housed in the gallery.

13-14—GRAPHIC ARTS.

A course designed to give a generalized type of art training; empha-
sis on drawing from life, imagination, and memory, and on sculptural
casts; the use of color in illustration and composition; abstract designs
emphasizing harmonious relationships of line and mass; principles of
perspective as needed in illustration, landscape sketching, and life draw-
ing; problems in crafts, costume design, and theatrical design; commercial
problems in design and lettering, incorporating simple advertising lay-
out techniques, given in accordance with group interest and ability.

Four two-hour studio periods per week, both semesters. Four credits each semester.

or

Two two-hour studio periods per week, both semesters. Two credits each semester.

21-22—GRAPHIC ARTS.

A course emphasizing the design structure and color pattern of all types of art composition; water color and tempera paintings in various techniques; possibilities of color as a medium stressed in painting from life and from imagination; significance and import of color in abstract design; the relating of designs to arts and crafts.

Four two-hour studio periods per week, both semesters.

Four credits each semester.

31-32—DRAWING AND COMPOSITION.

A foundation course leading to specialization in any field of art; development of the student's power of graphic expression; attention to plan and procedure in drawing and to organization of form in composition; emphasis on qualities of good spacing and proportion in the study of lettering and elementary design; problems interrelating drawing and decorative lettering; various subjects and mediums used.

Three two-hour studio periods per week, both semesters.

Two credits each semester.

or

Three three-hour studio periods per week, both semesters.

Three credits each semester.

33-34—LETTERING.

A course enabling students to design and execute fine lettering; an attempt to increase the student's appreciation of the beauty of letters in form and arrangement; study of Roman and other fundamental alphabets; problems in relating lettering to advertising; outside readings.

One three-hour studio period per week, both semesters.

One credit each semester.

37-38—INTRODUCTION TO THE ARTS.

A course designed for students wishing some experience in art for their personal cultural development but not desiring to specialize in art; general problems in drawing, composition, painting, design, lettering, and perspective; special problems adapted to the field of interest of each student. Course suggested for students of Education, Dramatic Arts, Home Economics, and Music.

Two three-hour studio periods per week, both semesters.

Two credits each semester.

41-42—DRAWING, PAINTING, AND COMPOSITION.

Development of the student's power of creative expression in drawing, painting, and design; fundamentals of good painting, including extensive study of color; emphasis on appreciation of design in all fields

of art; creative problems from nature study and imagination used; emphasis on still life, landscape, portrait and figure study. Prerequisite: Art 31-32 or 37-38.

Two three-hour studio periods per week, both semesters.

Two credits each semester.

or

Three three-hour studio periods per week, both semesters.

Three credits each semester.

43-44—COMMERCIAL DESIGN.

Advanced study of the fundamental principles of art as applied to the commercial field; course planned for the student wishing to prepare for the more technical requirement in commercial work or to develop a strong understanding of design, composition, and color for practical application; emphasis on fundamental principles of advertising art: lettering, poster, fashion design, and general layout in all mediums. Prerequisite: Art 31-32 and 33-34, or equivalent.

Six hours per week, both semesters.

Two credits each semester.

APPLIED ARTS

HOME ECONOMICS

MRS. WARNOCK

The courses offered in this department are planned for two classes of students in the upper division, those who expect to specialize later in home economics, and those who desire some fundamental knowledge of household problems.

11-12—INTRODUCTION TO HOMEMAKING.

A course based on the theory that every girl should contribute her share toward the success of the home in which she lives; preparation for meeting the most common problems in housekeeping and homemaking; discussion of the following subjects: the development of the modern home; the use of time, money, and leisure; the care and training of children; the selection, use, and care of labor-saving devices; the selection, construction, and care of clothing and household furnishings; food selection and preparation, with special emphasis on nutritive values.

Four meetings per week, both semesters. Four credits each semester.

31-32—TEXTILES AND CLOTHING.

Study of the problems of textiles and clothing directly affecting the consumer; study of fibers, materials, ready-to-wear garments, accessories, and house furnishings; special emphasis on suitability, serviceability, and care; a survey of the development of modern dress from historic costume; construction problems planned according to students' needs and abilities;

study of the fundamental principles of line, design, and color, and the use and alteration of patterns which are necessary for the individual.

One lecture and two two-hour laboratory periods per week, both semesters. Three credits each semester.

33-34—FOODS.

Study of the scientific principles underlying food preparation; laboratory application of those principles; consideration of principles essential to marketing and menu planning; meals prepared on the basis of these principles. (During the year each student has opportunity to plan and help serve meals to which guests are invited.) Course open to juniors and seniors.

Two class meetings and two three-laboratory periods per week, both semesters. Four credits each semester.

41—HOME MANAGEMENT.

A study of household expenditures, considering approximate percentages at different income levels for various budget items; investments and savings; clothing and food for the family; household equipment and its care; schedule of work; care of the house; home laundering. (If this course is to be transferred for credit, it must be preceded by or taken concurrently with Economics 41.)

Three hours per week, first semester.

Three credits.

42—HOME PLANNING AND FURNISHING.

A study of historic types of architecture and their influence upon contemporary styles; study of floor plans, with particular attention to convenience, economy, and attractiveness of room arrangement; consideration to the sanitation of the home; plumbing, lighting, heating, and ventilation; application of principles of design in the selection and arrangement of furniture, draperies, rugs, pictures, and decorative objects.

Three hours per week, second semester.

Three credits.

PHYSICAL EDUCATION

MISS SJOQUIST, MISS JAYNES, MR. SCOFIELD

The department of physical education aims to establish sound health habits, thus helping the student become more efficient physically. It also seeks to supply the student with the fundamental skills in recreational activities that will not only be satisfying during college years but also may be enjoyed in her after-college leisure time; to promote social development and create high ideals of team co-operation, and to provide adequate individual remedial and corrective activities as indicated by the medical examination.

Requirements for All Students

A minimum of four periods per week, or equivalent, is required of all lower division students, and two periods per week of all upper division students. No student is excused from physical education except on the written statement of a qualified physician.

Credit for physical education is not given in the upper division unless accompanied by the course in hygiene. An average grade of "C" in physical education and in hygiene is required if credit is to be granted.

Activities

The activities of the department, in keeping with the objectives stated above, may be grouped as follows:

1. Dancing
Modern dancing, ballet dancing, and tap dancing.
2. Individual work
Corrective work for postural and nutritional conditions.
3. Swimming
Elementary and advanced swimming, life saving, and diving.
4. Sports
Archery, badminton, golf, horseback riding, tennis, baseball, basketball, and hockey.
5. Individual activities
Roller skating, ice skating, skiing, tobogganing, hiking, and week-end trips.

Inter-class and interscholastic competitive athletics are sponsored by the athletic association in cooperation with the physical education department.

Each student on entrance presents, on blanks furnished by the college, a medical examination and vaccination certificate from her own physician, and a record of her health history. The choice of an activity is determined by the findings of this examination.

The required uniform for all classes may be purchased in the college bookstore.

Equipment

The equipment of the department consists of a beautiful gymnasium, a swimming pool, a hockey field, three tennis courts, and nine-hole golf course.

Glengarry Farm Stables

Instruction in horseback riding is given at the Glengarry Farm Stables with facilities that are quite ideal. There are 240 acres of rolling countryside, numerous riding trails and a large riding ring, the scene of the annual horse show.

Mr. and Mrs. S. J. Campbell, owners of Argyll Stables, have generously extended the use of Glengarry Horse Farm and all its advantages to Frances Shimer. The main building, over 100 feet long, was designed in the colonial style to match the buildings of the campus. There are stalls for seventeen horses and a large central exercise space. The building also contains an apartment for the trainer, the director's office, a beautiful lounge and rest room.

The Stables are operated as an institution entirely distinct from the college. The director is Miss Mildred Jaynes, who for thirteen years was director of physical education on the campus. All arrangements for courses are made with the director and all fees for riding are paid to her. Full credit in the physical education department is given for all instruction in equitation. Students are transported to and from the Farm in a station wagon.

The instructor of equitation, W. H. Scofield, has earned for himself a reputation as a skilled rider and teacher.

The fees for riding are \$75 per semester or \$135 for the year if paid in advance.

Course in Hygiene

31—HYGIENE.

A course dealing with the everyday health problems of the students; study of the structure and functions of the body; analysis of the different systems of the body, leading toward increased understanding of the human mechanism; emphasis on problems of personal hygiene, including nutrition, reproduction, and mental hygiene, and on community health; lectures given by the director of physical education, the school nurse, and other members of the faculty. (The course is integrated with the work in physical education and is required of all students at some time.)

One lecture period per week.

Required.

Red Cross courses in nursing and first aid also are offered and stressed.

SECRETARIAL STUDIES

MISS MCNETT

Secretarial training is an asset to any student. It may be a most useful asset in a desired position or it may develop into a vocation itself, depending on the fundamental interests and abilities of the possessor.

Lower division students who aim at secretarial proficiency should take both Shorthand 21-22 and Typing 11-12. Upper division students may register for the beginning courses in typing and shorthand. These courses are standard courses, and the requirements as to preparation, examinations, and grades will be rigidly maintained.

Upper division students who have had some training in typing and shorthand may take the advanced course, Advanced Stenography 41-42. This course offers opportunity to develop increasing ability in the use of the typewriter and other office machines. Students from this class may receive one semester hour of credit for three hours of office work per week.

11—ELEMENTARY TYPEWRITING.

A course including the mastery of the keyboard by touch and the care of the typewriter; drills and tests for accuracy and speed; tabulation and arrangement of material; personal letters and an introduction to business letters. (A speed of thirty words a minute in a ten minute speed test is required for credit. Four hours of practice per week outside of class are required.)

Four hours per week, first semester.

Four credits.

12—INTERMEDIATE TYPEWRITING.

A course in business and personal typing; study of the most common business papers and their relation to actual business situations. (A speed of forty words per minute is required for credit. Four hours of practice per week outside of class are required.)

Four hours per week, second semester.

Four credits.

21-22—ELEMENTARY SHORTHAND.

Fundamental principles of the Gregg system of shorthand; special emphasis upon brief forms and construction, phrase-writing, accuracy tests, and letter-writing; daily shorthand penmanship drills; daily practice work of a thoroughly graded type, aimed at individual needs and problems. (No credit is given for these courses unless taken concurrently with Typewriting 11 and 12.)

Four hours per week, both semesters.

Four credits each semester.

23-24—ADVANCED SHORTHAND AND TYPEWRITING.

A course designed to increase speed in taking dictation and transcribing shorthand notes on the typewriter; study of secretarial duties and office practice; practice in phrasing in stenography, transcription of dictation, preparation of assigned letters, and other related matters. (Dictation speed of 120 words per minute is required for credit. Special work in advanced typewriting is required the second semester.)

Four hours per week, both semesters.

Four credits each semester.

31-32—BEGINNING TYPEWRITING.

Elementary courses for upper division students, similar to Typewriting 11 and 12.

Four hours per week, both semesters. Two credits each semester.

33-34—BEGINNING SHORTHAND.

Elementary courses for upper division students, similar to Shorthand 21-22.

Four hours per week, both semesters. Two credits each semester.

35-36—ADVANCED SHORTHAND AND TYPEWRITING.

Upper division courses similar to the lower division courses, 23-24, described above.

Four hours per week, both semesters. Two credits each semester.

42—SECRETARIAL ACCOUNTING.

Fundamental principles of accounting; application of these principles in keeping the books of a professional enterprise on a cash basis; preparation of financial statements, including profit and loss statements and the balance sheet.

Three hours per week, second semester. Three credits.

PREPARATORY SCHOOL

The Preparatory School, limited to the tenth grade for 1945-1946, offers the following courses:

Biology 11-12
Community Problems 13-14
English 3-4
French 11-12

Homemaking 11-12
Latin 3-4
Mathematics 11-12
(Geometry)

For descriptions of these courses, see the appropriate divisional headings—Humanities, Social Science, Natural Science and Mathematics, Fine Arts, and Applied Arts.

STUDENT REGULATIONS

Residence halls—Students from out of town are required in all cases, unless residing with near relatives, to occupy rooms in the residence halls. Students living on the campus avoid many distractions, come into close contact with the life of the college, and are more likely to regard the school work as the one thing demanding their best efforts. They are led to cultivate a healthy spirit of self-reliance. Not infrequently the best and most lasting results of school life are derived from its associations.

Students are required to care for their own rooms. On days when classes are in session the rooms must be clean and in order by nine o'clock. Students whose housekeeping habits are unsatisfactory may be asked to employ the hall assistant to render additional help and instruction.

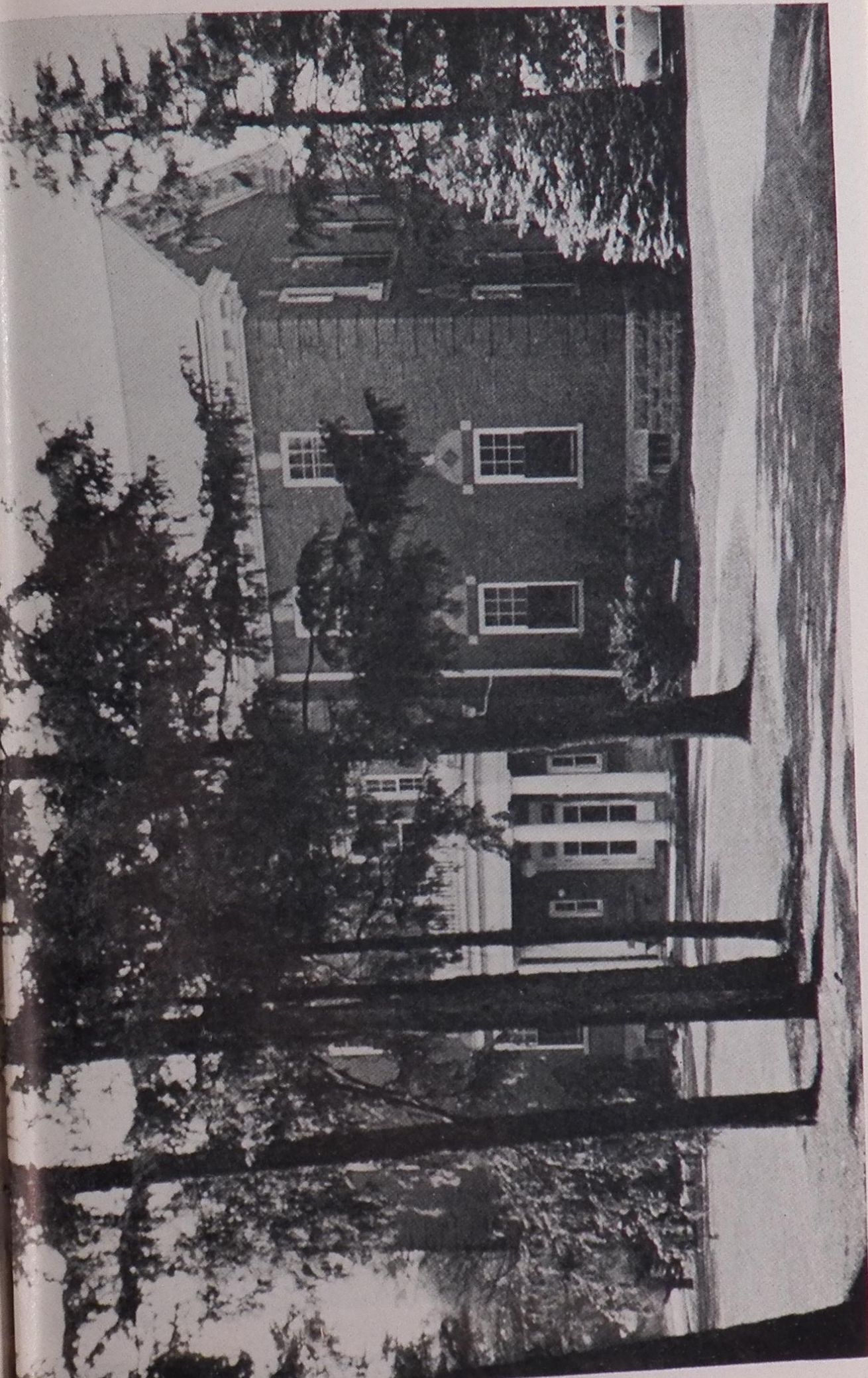
As a precaution against fire, the use of matches and electric devices is prohibited in students' rooms. Electric plate and irons are provided at convenient places.

All rooms are furnished with single beds (3 feet x 6 feet 3 inches), pillows (20 inches wide), chairs, study tables, chest of drawers, and window shades. The windows are six feet six inches by four feet; the tops of the chests of drawers 38 x 19 inches. Students furnish rugs (two feet by six is a convenient size), bedding including a mattress pad, curtains, towels, cup, fork, and spoon (for use at spreads and picnics). It is also recommended that they provide themselves with a hot-water bottle, and heavy walking shoes.

Laundry—Clothing which is to be sent to the college laundry should be plain and should be marked by means of name tapes bearing the full name, not the initials only. These may be ordered through the business office at any time and the cost charged to the student's bookstore account. White laundry bags should be used.

Absences—Students are expected to attend all school exercises. Parents are requested not to ask that their daughters be excused before the work is entirely completed at vacations; such requests are rarely granted. The full work continues to the hour of closing, and full work begins at the hour of opening after winter and spring vacations.

No student may under any circumstances leave town without permission previously obtained from the Dean of Students on definite re-



SCIENCE HALL



GLENGARRY STABLES

quest of the parent. Reasonable week-end absences are allowed. Such requests should be addressed directly to the Dean in ample time for correspondence.

Guests—Parents who come to inspect the college, or who bring their daughters, are particularly welcome. A moderate charge is made for meals. When notified in advance, arrangements will be made for the entertainment of friends of students in the village for not more than three days at one time. *Students are not excused from any regular school duty because of guests.*

Telephones—Two pay telephones, one in West Hall and one in Hathaway Hall, are provided for the use of students. It is requested that calls to students be made, whenever possible, during recreation hours. Students will not be called from classes or other academic appointments to answer the telephone. Communications by telegraph are subject to the approval of the Dean.

Express and telegrams—All express and telegrams should be sent in care of the college and should be prepaid to avoid delay.

Special Permissions—Special requests for permissions of any kind should come from the parent directly to the Dean of Students, not through the student. Until written request has been made to the Dean and direct answer has been received, parents should not consent to students' requests which involve suspension of college regulations.

Secret Societies—All secret societies are forbidden.

A complete statement regarding student regulations can be found in the "Student Handbook" prepared by the Student-Faculty Council. Each student is provided with a handbook.

EXPENSES

COLLEGE FEES

Tuition and living for the scholastic year, \$950.00.

Tuition for day students for the scholastic year, \$250.00.

There are no special fees for regularly elected courses described in the catalog or for many other services provided by the college. All fields of study and all instructional facilities, therefore, are open to all students without special charge.

The fees for riding should be paid to the director of Glengarry Farm Stables.

When six weeks tests are taken before or after the time scheduled a special fee of \$5.00 is charged for each test; the special fee for a final examination is \$10.00.

For Resident Students

The yearly fee of \$950 is payable as follows: \$500.00 for the first semester and \$450.00 for the second semester. Students entering for the second semester pay \$500.00.

A deposit of twenty dollars is required when the application is submitted. If the student is accepted this amount is later credited to the semester fee. If for any reason, withdrawal becomes necessary, the deposit will be refunded, providing notification is received before August 1 and January 1 for the first and second semesters respectively.

The fee includes the charge for academic instruction, board, room, and laundry (up to seventy-five cents per week). It also covers special class work and private lessons in music, art, and speech; graduation; class and club dues; subscription to the student publication; admission to athletic events and dramatic productions; special lectures and entertainments provided by the school; the facilities of the infirmary as well as the services of the nurse, and common remedies appropriately dispensed by a nurse without a physician's prescription, the dressing and treatment of infections, bruises, and wounds, and infirmary service in cases of illness. Fees of local physicians called in for diagnosis and treatment are paid by the students.

Normally a dormitory room accommodates two students. Single room, when available, may be assigned upon request. A charge of thirty dollars per semester is made for single rooms or suite rooms except for certain rooms in West Hall and in Bennett Hall. Double rooms may not be held as single rooms.

For Day Students

The fee of \$250.00 for the scholastic year is for students living in the vicinity of Mount Carroll. This includes academic instruction and the special services enumerated above except the infirmary.

MISCELLANEOUS EXPENSES

The college bookstore stocks a supply of all books, supplies, and stationery, and in addition keeps for sale toilet goods and articles commonly required by students. Students may pay cash or maintain a charge account. Periodically a statement will be sent to parents covering bookstore charges, telephone tolls, telegrams, guest charges, excess laundry, etc., and is due on presentation. The store has for sale a well arranged account book with perforated monthly expense summaries which may be detached and sent to parents. It is recommended that parents require the keeping of such an account and by this means encourage accurate justification of all expenditures.

Extravagance in the use of money is discouraged. Parents are urged to give their daughters a reasonable monthly allowance. Banking facilities are furnished by the business office for the benefit of student depositors.

TERMS OF PAYMENT

All fees are payable strictly in advance. No reports, statements of scholastic standing, or diplomas are issued until all accounts of whatever character have been settled in full.

For Resident Students

Due on or before September 12, 1945:	
For the first semester.....	\$500.00
(The \$20.00 deposit will be credited on this payment.)	
Due January 1, 1946, and payable not later than January 29:	
For the second semester.....	\$450.00

For Day Students

Due on or before September 12, 1945:	
For the first semester.....	\$125.00
Due January 1, 1946, and payable not later than January 29:	
For the second semester.....	\$125.00

REFUNDS FOR WITHDRAWAL

All services and facilities are necessarily provided on the basis of a full scholastic year and economic administration forbids refunding of fees on account of withdrawal.

It is the practice, however, to make a concession when illness, as certified by a physician's written statement, requires withdrawal. No refund, however, will be made for withdrawal at or after the Christmas vacation in the first semester or during the last six weeks of the second semester.

No refund in any amount will be granted to students who withdraw voluntarily or upon request.

STUDENT SERVICE

To recognize and reward high scholastic and personal achievement and to give assistance to worthy students who otherwise could not attend college, the trustees have set aside a limited portion of the institution's annual income to be used for this purpose.

Various opportunities for student service are available. The most remunerative and least time-consuming are those involving table service in the dining room and in the grill. Students are also employed in the library, the infirmary, in the physical education department and for general clerical work in various departments and in the administrative offices. An employment application form will be sent on request.

REMISSIONS

Remission of fees to full-time resident students will be granted, as follows:

Any student whose parent is actively engaged as a minister or an educator will be granted a reduction of \$100 a year.

A reduction of \$100 a year will be given to a student if one parent is actively engaged in military service.

For the purpose of assisting worthy students a reduction of \$100 a year is offered to a student whose father is not living and whose mother is dependent upon herself for support.

Application blanks will be furnished on request.

SCHOLARSHIPS AND AWARDS

SCHOLARSHIPS

A Merit Scholarship is available to a student whose grades place her approximately in the upper 10 per cent of her class and who is recommended by the principal or superintendent of the school from which she is transferred. A student receiving such a scholarship is expected to maintain a grade average of B. Failure to do so results in the forfeiture of the scholarship.

A limited number of scholarships are granted to students who have displayed unusual proficiency in the fields of art, drama, and music. The amount of the scholarship will be determined by the committee on scholarships after study of the applicant's qualifications. The maximum value of a Fine Arts Scholarship is \$200; it is granted for one year at a time. An applicant must rank in the upper one-third of her class. Try-outs in music (piano, voice, violin, and cello) and drama (public speaking and dramatic art) are held in various cities and at the college. Applicants for scholarships in art (drawing, water color and oil painting) must submit samples of their work direct to the head of the art department.

Application blanks for the above scholarships will be sent on request.

Honor Scholarships

A SENIOR SCHOLARSHIP, amounting to \$150.00, may be granted in recognition of outstanding mental and personal qualities to a Frances Shimer student who has completed the work of the junior year. This scholarship was awarded in 1944 to Marguerite Anderson.

TWO LOWER DIVISION SCHOLARSHIPS, amounting to \$300.00 each, may be granted, on recommendation of the faculty, to Frances Shimer students who have completed the work of the lower division. The scholarships are payable \$150.00 per year. These scholarships were awarded in 1944 to Margaret Sayre and Eleanore Thanhardt.

The Chicago Alumnae Scholarship

The three chapters of the Chicago Alumnae Group award an annual scholarship of \$150.00 to a senior who has been outstanding in scholarship, student activities, and personal qualities. This scholarship was awarded in 1944 to Ann Bowman.

The McKnight-Dearborn Scholarship

The McKnight-Dearborn scholarship, presented in 1943 by Mr. and Mrs. W. A. McKnight of Aurora, is awarded each year to an unusually talented student in the Voice Department. This scholarship was awarded in 1943 to Ann Bowman; in 1944 to Patricia Doud.

AWARDS

The Jessie Miles Campbell Prize

The Jessie Miles Campbell Prize is awarded to the student standing first in her class in the College Sophomore Testing program. In 1944 this award was received by Almamae Lynn.

The Phi Theta Kappa Scholastic Award

The Phi Theta Kappa Scholastic Award is presented by Phi Theta Kappa, national junior college honor society, to the college junior who has had the highest scholastic standing for the year. In 1944 this award was received by Rebecca Grimes.

The James Spencer Dickerson Prize

The James Spencer Dickerson Prize is presented to the student showing the greatest ability in art and making the most progress during the year in drawing and painting. In 1944 this award was received by Florence Spuehler.

The Art Club Award

The Art Club Award is presented to the student demonstrating the most originality in commercial design. In 1944 this award was received by Alcarla Bender.

The Samuel James Campbell Trophy

The Samuel James Campbell Trophy, awarded to the outstanding athlete of the year, is presented to a member of the graduating class who has been active in at least four major sports and who has consistently shown high ideals of sportsmanship. In 1944 this trophy was received by Mary Lou Rust.

The Dramatic Club Awards

The Dramatic Club offers two awards; one for excellence in stage production and one for excellence in acting. In 1944 the former was received by Bonnie Jean Clark and the latter by Patricia Campbell.

The Martha Barnhart Hoffman Prize

The Martha Barnhart Hoffman Prize is awarded to the student who has done the best work in interpretative reading. In 1944 this prize was received by Janet Shaw.

The Elizabeth Percy Konrad Trophy

The Elizabeth Percy Konrad Trophy, presented in 1926, is awarded to the student in the graduating class who does the best work in English for the year, as recommended by a committee for the purpose. In 1944 the award was received by Adele Page.

The Record Prize

The *Frances Shimer Record* presents a prize to the student who has done superior work in creative writing. In 1944 the prize was received by Bonnie Jean Clark.

The Ileen Bullis Campbell Prize

The Ileen Bullis Campbell Prize is an annual award for excellence in the field of history. The prize was not awarded in 1944.

The Pro Musica Award

The Pro Musica Award is given to the most outstanding member of the Pro Musica Club in one of the departments of voice, piano, and strings. In 1944 the award was received by Virginia Roddy for piano.

The Anne McKnight Vocal Award

The Anne McKnight Vocal Award, given by Mr. W. A. McKnight of Aurora, is awarded to the student who has made the most progress in singing during the year. In 1944 the award was received by Almamae Lynn.

The Schwing Piano Award

The Schwing Piano Award is presented to a student who has done work of high quality in piano. In 1944 the award was received by Betty Bisdorf.

CALENDAR OF MAJOR EVENTS

1944-1945

SEPTEMBER

- 21, Thursday Opening Assembly—Speaker, Mrs. Margueritte Harmon Bro.
- 23, Saturday Who's Who Party, sponsored by Christian Service League.
- 24, Sunday Round Table Discussion, "America's World Task," by the Rev. Russell W. Lambert, Rabbi Leo Bergman, and Father Christopher McGrath, all of Rockford, Ill.

OCTOBER

- 8, Sunday Violin Recital—Ruth Ray.
- 15, Sunday Art Lecture—Mrs. William Eppens, Chicago.
- 28, Saturday Informal Halloween Dance.
- 29, Sunday Lecture, "Our Relations with South America"—Dr. J. F. Rippey, University of Chicago.

NOVEMBER

- 5, Sunday "The Glowing Bird"—Tatterman Marionettes.
- 12, Sunday Vespers—Speaker, Dr. Alfred W. Swan of Madison, Wisconsin.
- 23, Thursday Thanksgiving Service—Speaker, Chaplain Charles W. Phillips.
- 25, Saturday Thanksgiving Prom.
- 26, Sunday Vespers—Speaker, Mr. Donald Breed, Editor, *Freeport (Illinois) Journal-Standard*.

DECEMBER

- 2, Saturday Christian Service League Bazaar.
- 3, Sunday Conservatory Recital.
- 5, Tuesday Lecture—Miss Elsie Kittlitz, China.
- 10, Sunday Christmas Pageant.

JANUARY

- 7, Sunday Lecture, "Dumbarton Oaks"—Mrs. Quincy Wright, Chicago.
- 14, Sunday Vespers—Speaker, Dr. John Phillips, Omaha, Nebraska.
- 21, Sunday Vespers—Speaker, Dr. A. D. Harmon, Cable, Wisc.
- 27, Saturday Swimming Meet.
- 28, Sunday Book Reviews, Mrs. Edith Dunham Webber, Des Moines, Iowa.

(Second Semester Tentative)

FEBRUARY

- 8, Thursday Lecture — Dr. Louis R. Gottschalk, University of Chicago.
 11, Sunday Vespers—Speaker, Dr. Albert Coe, Oak Park, Illinois.
 18, Sunday Voice Recital—Mme. Gladys Gilderoy Scott.
 24, Saturday Sophomore Dinner Dance.
 25, Sunday Piano Concert—Dayton Grafman, Lawrence College.

MARCH

- 1-5, Thursday-Sunday Religion and Life Week—Speakers: Newton Fetter, New York City; Benjamin Mays, Atlanta, Georgia; Kenneth Maxwell, Granville, Ohio; and Mrs. Alexander Stewart, Chicago.
 9, Friday Lecture—Dr. Lewis Smythe, China.
 11, Sunday Faculty Recital—Miss Mary Gaume, Miss Jane Eby, and Mrs. Charlotte Brown.
 17, Saturday Green Curtain Play: "Taming of the Shrew."
 18, Sunday Easter Concert by Glee Club.
 19, Monday Lecture, "Russia and the International Situation"—Alexander Kerensky.

APRIL

- 8, Sunday Art Lecture—Mrs. Helen Adele Lerch Miller.
 15, Sunday Lecture, "Physical Fitness and the Will To Win"—Alice Marble.
 17, Tuesday Concert—St. Olaf Choir, St. Olaf College, Northfield, Minnesota.
 28, Saturday One-act Plays, presented by Play Production class.
 29, Sunday Lecture, "Adventures in Color with American Birds and Big Game"—Cleveland P. Grant.

MAY

- 5, Saturday Swimming Meet.
 6, Sunday Glee Club Concert, with Thomas Williams, tenor soloist.
 12, Saturday Senior Prom.
 26, Saturday May Fête.
 27, Sunday Glengarry Stables Horse Show.
 Speech Recital.

JUNE

- 3, Sunday Lecture, "Among the Spirits"—Howard Higgins.
 9, Saturday Conservatory Recital.
 10, Sunday Baccalaureate. Dr. A. J. Brumbaugh, Washington, D.C.
 Commencement. Dr. J. C. Meyer, Cleveland, Ohio.

NATIONAL ALUMNAE ASSOCIATION

The National Alumnae Association unites the thousands of Frances Shimer graduates and former students through the common bond of their interest in Alma Mater. Its aims are to promote alumnae activities, and to further the organization of local alumnae chapters in various parts of the country.

AVIS CARROLL MRACEK	President
738 S. East Avenue, Oak Park, Illinois	
DORIS SMITH JOHNSON	Vice-President
7714 N. Haskins Avenue, Chicago, Illinois	
MILDRED MERSHON ROSENSTIEL	Secretary
Mount Carroll, Illinois	
A. BETH HOSTETTER	Treasurer
Mount Carroll, Illinois	

ALUMNAE ASSOCIATION CHAPTERS

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Mount Carroll, Illinois	
IONA BICKELHAUPT FRANCKE	Vice-President
Mount Carroll, Illinois	
ROSE DEMMON	Secretary-Treasurer
Mount Carroll, Illinois	

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17367 Parthenia Street, Northridge, California
- JEANNETTE SHIVELEY GINGERICK Secretary-Treasurer
1228 1/4 W. Fifth Street, Los Angeles, California
- FRANCES ZANGLE Corresponding Secretary
4160 Prospect Avenue, Hollywood, California

REGISTER OF STUDENTS FOR THE YEAR 1944-1945

GRADUATES, JUNE, 1944

Upper Division

Beechler, Patricia Louise	Charlotte, Michigan
Bornhoeft, Grace Lois	Park Ridge, Illinois
Campbell, Patricia Jane	Mount Carroll, Illinois
Converse, Margaret Burke	Merrill, Wisconsin
Farrar, Barbara Jean	Rock Island, Illinois
Guhl, June V.	Freeport, Illinois
Kleinheksel, Gretchen Ann	Flint, Michigan
Lynn, Almamae	Elgin, Illinois
Page, Adele Verbeth	Rock Island, Illinois
Patterson, Mary Ellen	Mason City, Iowa
Phillips, Wanda Charmain	Mount Carroll, Illinois
Quade, Beverly Jayne	Blue Island, Illinois
Stock, Dorothy Virginia	Shorewood, Wisconsin
Stoughton, Barbara Jean	Anamosa, Iowa

Lower Division

Alkire, Nancy	Chicago, Illinois
Avery, Suzanne Edith	Chicago, Illinois
Becker, Barbara	Oak Park, Illinois
Bender, Alcarla	Mokena, Illinois
Bogue, Romona R.	Rochelle, Illinois
Brady, Joan Patricia	Chicago, Illinois
Briese, Juanita Helene	Oak Park, Illinois
Brown, Nancy Virginia	Chicago, Illinois
Cadle, Frances Marian	Miami, Florida
Chandler, Suzanne Margah	Highland Park, Michigan
Clarke, Virginia Anne	Springfield, Ohio
Emmert, Joann	Omaha, Nebraska
Fields, Mary Dix	Elkhart, Indiana
Fisher, Alice Grace	Chicago, Illinois
Fritz, Janet E.	Dubuque, Iowa
Gage, Georganne R.	Oak Park, Illinois
Garlough, Mary Janet	Rocky River, Ohio
Greenberg, Ilene Virginia	Chicago, Illinois

Hecktmann, Beverly	Chicago, Illinois
Heiss, Betty	Aurora, Illinois
Hirschberg, Sylvia	Gary, Indiana
Hollingsworth, Mary Elizabeth	Flint, Michigan
Jolly, Dorothy A.	Owatonna, Minnesota
Jonas, Emily L.	Chicago, Illinois
Joseph, Nadine Ruth	Chicago, Illinois
Koch, Caroline	Dundee, Illinois
Kositchek, Lois Joan	Chicago, Illinois
Kuhlman, Margaret	LaGrange, Illinois
Melgard, Margaret Mary	Sparta, Wisconsin
Miller, Nonny	Wichita, Kansas
Morris, Joyce Louise	Rockford, Illinois
Phelps, Margaret Lucille	Chicago, Illinois
Powell, Royce Lorraine	St. Louis, Missouri
Rohrbacher, Bette Jeanne	Iowa City, Iowa
Rosenthal, Barbara C.	Fort Leonard Wood, Missouri
Rosenthal, Mary Jayne	Chicago, Illinois
Rust, Mary Lou	Bloomington, Illinois
Sayre, Margaret H.	Grand Forks, North Dakota
Schwarz, Janet Marie	Fort Custer, Michigan
Shapiro, Doris Mae	Milwaukee, Wisconsin
Swift, Barbara Perry	Sparta, Wisconsin
Thanhardt, Eleanore J.	LaPorte, Indiana
Travers, Caroline Ann	Oakland, California
Treat, Mary Elizabeth	Detroit, Michigan
Vollrath, Patricia Ann	Sheboygan, Wisconsin

JUNIOR COLLEGE, 1944-1945

Senior Class

Anderson, Marguerite	Chicago, Illinois
Bisdorf, Betty	Bellevue, Iowa
Bissikumer, Virginia	Mount Carroll, Illinois
Bowman, Ann	Oneida, Illinois
Clark, Bonnie Jean	Chicago, Illinois
Clark, Mary Ann	Oneida, Illinois
Cole, Julia	Battle Creek, Michigan
Cutler, Elizabeth	Rockford, Illinois
Drennan, Patricia	Beaver Dam, Wisconsin
Fisher, Betty June	Glidden, Iowa
Gage, Georganne R.	Oak Park, Illinois
Grimes, Rebecca	Boone, Iowa

Harrington, Pauline	Lyndon, Illinois
Hartlep, Jeanne	Oak Park, Illinois
Nance, Florence	Chicago, Illinois
Osgood, Jean	Detroit, Michigan
Patton, Norma	Mount Carroll, Illinois
Phillips, June	Salina, Kansas
Schaut, Norma	Mount Carroll, Illinois
Shaw, Janet	Detroit, Michigan
Stoll, Janet	Chicago, Illinois

Junior Class

Alkire, Nancy	Chicago, Illinois
Avery, Suzanne Edith	Chicago, Illinois
Bender, Alcarla	Mokena, Illinois
Bennett Eva Eleanor	Summit, New Jersey
Bistier, Shirley Mae	Beloit, Wisconsin
Briese, Juanita	Oak Park, Illinois
Brooks, Irene Dorothy	Decatur, Indiana
Burke, Marie	Wauwatosa, Wisconsin
Burrack, Lois	Monticello, Iowa
Cadle, Marian	Miami, Florida
Cahill, Dorothy	Milwaukee, Wisconsin
Clarke, Anne	Springfield, Ohio
Dauphin, Arlene	Savanna, Illinois
De Cou, Audrey	Woodbine, Iowa
DeMar, Barbara	Charlotte, North Carolina
DeNeffe, Helen	Portland, Oregon
Dolvin, Mary Ellen	Spencer, Iowa
Doud, Patricia	Rochester, New York
Elgear, Gertrude	Dearborn, Michigan
Foster, Alice	Sheboygan, Michigan
Fulton, Carol McConnel	Oklahoma City, Oklahoma
Games, Margie	Good Hope, Illinois
Garlough, Janet	Rocky River, Ohio
Gregerson, Lois	Mason City, Iowa
Hocker, Marilyn Lee	Chicago, Illinois
Johnson, Evelyn	Detroit, Michigan
Johnson, Yvonne	Woodbine, Iowa
King, Beverly	Hot Springs, Arkansas
King, Nancy	Chicago, Illinois
Knapp, Peggy	Maywood, Illinois
Knecht, Betty Elaine	Davenport, Iowa
Kraemer, Donnell	Wauwatosa, Wisconsin
LaVally, Barbara	Chicago, Illinois

Lipman, Joyce	Wauwatosa, Wisconsin
McBride, Ellen Beth	Sturgis, Michigan
Maypole, Mary Jane	River Forest, Illinois
Maypole, Shirley	River Forest, Illinois
Miles, Marilyn	Oak Park, Illinois
Miller, Catherine	Champaign, Illinois
Miller, Nonny	Wichita, Kansas
Moore, Janet	Milwaukee, Wisconsin
Mueller, Jeannette	Oregon, Wisconsin
Myers, Marilyn	Elmhurst, Illinois
Pelck, Lois Jane	Oconomowoc, Wisconsin
Robertson, Beverly	Highland Park, Illinois
Rozumoff, Rosalie	Kenosha, Wisconsin
Runge, Harriet	Cedar Rapids, Iowa
Rust, Mary Lou	Bloomington, Illinois
Sayre, Margaret	Grand Forks, North Dakota
Schmidt, Audrey	Bensenville, Illinois
Schnepf, Marjorie	Decatur, Illinois
Sheridan, Jean	Omaha, Nebraska
Stoll, Gertrude Ellen	Wauwatosa, Wisconsin
Stone, Carol	Lombard, Illinois
Surland, Evelyn	Omaha, Nebraska
Swift, Barbara	Sparta, Wisconsin
Thomson, Virginia	Oak Park, Illinois
Turnbull, Mary Darlene	Park Ridge, Illinois
Van Alstyne, Joan	Davenport, Iowa
Watson, Anita Mae	Mount Morris, Illinois
Weaver, Phillis	Iowa Falls, Iowa
Weidler, Bette	Park Ridge, Illinois
Wells, Betty	Elgin, Illinois
Wimmer, Mary Jean	Cuba City, Wisconsin
Wolcott, Joan B.	Toledo, Ohio
Woll, Barbara	Beloit, Wisconsin
Younie, Marjorie	Hawarden, Iowa
Yunker, Marilyn	Elm Grove, Wisconsin

Sophomore Class

Aubin, Barbara	Chicago, Illinois
Berk, Mary Lee	Oregon, Illinois
Bogan, Jeanne A.	Knox, Indiana
Brewer, Constance	Battle Creek, Michigan
Brummer, Joyce	Holland, Michigan
Cole, Virginia	Sheboygan, Wisconsin
Creith, Janet	Dearborn, Michigan
Darrigrand, Nannette	Albert Lea, Minnesota

FRANCES SHIMER COLLEGE

DePuy, Mary	Jamestown, North Dakota
Dodge, Joan	Battle Creek, Michigan
Dolbeare, Sarah	Grand Rapids, Michigan
Ehrhardt, Jeanne	Wilmette, Illinois
Flickinger, Barbara	Ann Arbor, Michigan
Fry, Ellen	Fort Wayne, Indiana
Greenfield, Cecyl	Streator, Illinois
Harley, Deloris	Council Bluffs, Iowa
Harmon, Jean	Hammond, Indiana
Heft, Eileen	Atlanta, Illinois
Horne, Phyllis Jo	Saint Cloud, Minnesota
Johnson, Dorothy	Madison, Wisconsin
Johnson, Edythe	Maywood, Illinois
Kinney, Mary Agnes	Fremont, Iowa
Lauer, Joan Wilson	Hartford, Michigan
Lawrence, Lynn	Rock Falls, Illinois
Lindgren, Patricia	Batavia, Illinois
Maier, Patricia	Chicago, Illinois
Manos, Mary	Chicago, Illinois
Moulds, Frances	Chicago, Illinois
Norris, Mary Sherman	Riverside, Illinois
Ramsay, Barbara	Grosse Pointe, Michigan
Rosen, Patricia	Chicago, Illinois
Sargent, Teddy	Chicago, Illinois
Schwalm, Bette	Galesburg, Illinois
Sedgwick, Wilda	Lemont, Illinois
Seefeldt, Florence	Chicago, Illinois
Smook, Anita	Chicago, Illinois
Spuehler, Florence	Chicago, Illinois
Studer, Pauline	Chicago, Illinois
Styles, Ellen	Detroit, Michigan
Thomas, Mary Lou	Marion, Iowa
Wilson, Nancy	Chicago, Illinois
Young, Helen	Urbana, Illinois
Ziff, Irma	Chicago, Illinois

Freshman Class

Barnett, Barbara	Keithsburg, Illinois
Becker, Sally	Papillion, Nebraska
Berry, Bernita Carol	Oak Park, Illinois
Bickenheuser, Martha Lou	Bedford, Indiana
Brown, Betty Lou	Milwaukee, Wisconsin
Byers, Gail	Port Huron, Michigan
Catlin, Joanne	Salina, Kansas
Clark, Anne	Cincinnati, Ohio

Day, Patricia	Arlington Heights, Illinois
Dennis Barbara	West Chicago, Illinois
Dickson, Marjorie	Battle Creek, Michigan
Dry, Lois Jane ✓	Chicago, Illinois
Edmonds, Anne	Winnetka, Illinois
Ellerbee, LeVelva	Seneca, Illinois
Fischer, Ruth Marie	Belvidere, Illinois
Gensheimer, Jeanne ✓	Hammond, Indiana
Geroy, Duan	Downers Grove, Illinois
Grady, Betty Jane ✓	Elkhart, Indiana
Gross, Jeanne ✓	Minneapolis, Minnesota
Hardt, Marilyn	Chicago, Illinois
Inderbitzin, Alda Mae	Milwaukee, Wisconsin
Johnson, Jo Ann	Chicago, Illinois
Montague, Georgene	Salt Lake City, Utah
Nelson, Elaine	Chicago, Illinois
Phillips, Katherine Gilmore	Des Moines, Iowa
Phillips, Margaret Elaine ✓	Detroit, Michigan
Rutledge, Mary Lou	Peoria, Illinois
Sherman, Naomi	Hastings, Nebraska
Shibuya, Manabu ✓	Mount Carroll, Illinois
Smith, Barbara Jean	Anamosa, Iowa
Socolof, Lois	Brooklyn, New York
Stoddard, Patricia	Ringwood, Illinois
Stowell, Barbara ✓	Aurora, Illinois
Tyner, Joan ✓	Crystal Lake, Illinois
Williams, Caroline	Chicago, Illinois
Williams, Patricia	Evanston, Illinois
Wynkoop, Joan	LaPorte, Indiana

PREPARATORY SCHOOL, 1944-1945

Second Year

Bass, Lorraine	Milwaukee, Wisconsin
Castleman, Riva	Chicago, Illinois
Felt, Mary Louise	Indianapolis, Indiana
Goss, Doreen ✓	Chicago, Illinois
Greier, Dorothy Jean	Elizabeth, Illinois
Hoyt, Mary Rahn	Elburn, Illinois
Jansey, Berthan	Riverside, Illinois
Lane, Mary Dana ✓	Mere Point, Maine
McMillan, Jean ✓	Wichita Falls, Texas
Mapes, Joy ✓	Munster, Indiana
Martwick, Joan	Riverside, Illinois
Mervis, Natalie	Barrington, Illinois

FRANCES SHIMER COLLEGE

Morss, Priscilla	Elgin, Illinois
Nehls, Margaret	Chicago, Illinois
Queeney, Dare	Naperville, Illinois
Schuster, June	Milwaukee, Wisconsin
Sensiba, Virginia	Kenilworth, Illinois
Slocum, Betty Ann	Milwaukee, Wisconsin
Smith, Donna Jean	East Chicago, Indiana
Smith, Marion Louise	Glencoe, Illinois
Soboda, Nancy	Cedar Rapids, Iowa
Spiering, Carol	Chicago, Illinois
Sturgeon, Jeanne	Fort Wayne, Indiana
Vladeff, Sonia	Mount Clemens, Michigan
Wagner, Joan	Ravenna, Ohio
Yeomans, Barbara	Saint Joseph, Michigan
Zurndorfer, Dorothy	Chicago, Illinois

First Year

Booth, Suzanne	Pewaukee Lake, Wisconsin
Bruning, Patricia Jane	Park Ridge, Illinois
Hartung, Barbara	Evanston, Illinois
Laird, Donna	Chicago, Illinois
Lerdrup, Delores	Fort Knox, Kentucky
Limperis, Diane	Chicago, Illinois
Mitchell, Florine	Hazel Park, Michigan
Nelson, Alice	Berwyn, Illinois
Parshall, Jean	Savanna, Illinois
Scott, Sally	Chicago, Illinois
Searle, Susan	Rockford, Illinois
Swift, Joanne	Sparta, Wisconsin
Walker, Shirley	Detroit, Michigan

SPECIAL STUDENTS

Dickenson, Jane	Mount Carroll, Illinois
Diehl, Pearl	Lanark, Illinois
Diehl, Sharon Elizabeth	Savanna, Illinois
Guinther, Norma	Mount Carroll, Illinois
Hinebaugh, Ramona	Mount Carroll, Illinois
Hines, Ruth	Mount Carroll, Illinois
Kearnaghan, Mary	Mount Carroll, Illinois
Leigh, Mary	Mount Carroll, Illinois
Miller, Shirlee	Freeport, Illinois
Rush, Carol	Mount Carroll, Illinois
Schreiner, Norma	Mount Carroll, Illinois
Schoening, Dona	Mount Carroll, Illinois
Turney, Dora Lee	Mount Carroll, Illinois
Wilson, Alene	Mount Carroll, Illinois
Zuck, Richard	Chadwick, Illinois

GENERAL INDEX

— A —		PAGES
Absences	66	
Accrediting	3	
Admission	30	
Administration	12-13	
Aims, Organization and	14-15	
Alumnae Association	76-77	
Applied Arts	60-65	
Art Commission, Dickerson	13	
Arts, Graphic and Plastic	58-60	
Awards	72-73	
— B —		
Bennett Hall	20	
Biological Sciences	46-47	
Board of Trustees	8	
— C —		
Calendar of Academic Year ...	7	
Calendar of Major Events	74-75	
Campbell Library	19	
Carnegie Art Set	58	
Carnegie Music Set	19	
Changing and Dropping Courses	29	
Chemistry	47-48	
Christian Service League	25	
College Representatives	13	
Colver Lectureship Fund	13	
Committees of the Faculty	12	
Course Information	28-29	
Course Numbering System	35	
Courses of Instruction	35-65	
Cultural Life	22	
Curricula, Suggested	32-34	
— D —		
Dearborn Hall	17	
Dickerson Art Commission	13	
Drama, Speech and	41-43	
Dropping Courses, Changing and	29	
— E —		
Economics	43	
English	35-38	
Ensemble Music	52	
Equipment, Location and ...	17-20	
Expenses	68-70	
Express and Telegrams	67	
— F —		
Faculty	9-11	
Faculty Committees	12	
Fees	68-69	
Fine Arts	49-60	
Fine Arts History and Appreciation	50-51	
French	39-40	
— G —		
General Information	14-27	
Glengarry Farm Stables	63	
Governing Bodies, Student	24	

	PAGES
Grading System	28
Graduation, Requirement for ..	31
Graphic and Plastic Arts ...	58-60
Guests	67
Gymnasium and Swimming Pool	20

— H —

Hathaway Hall	17-18
History, Courses in	44-45
History of the College	15-16
Home Economics	60-61
Honorary Organization	24
Humanities	35-43
Hygiene	63

— I —

Infirmary	18
-----------------	----

— L —

Languages, Modern	39-41
Latin	38
Laundry	66
Liberal Arts Curriculum....	32-33
Location and Equipment....	17-20

— M —

Mathematics	48-49
Mathematics, Natural Science and	46-49
McKee Hall	19
Metcalf Hall	18
Music	51-58

— N —

Natural Science and Mathematics	46-49
--	-------

— O —

	PAGES
Organization and Aims	14-15
Organizations, Student	24-27

— P —

Permissions, Special	67
Philosophy, Religion and	41
Physical Education	61-63
Physical Sciences	47-48
Physical Welfare, Recreation and	22-23
Physics	47-48
Physiology	42
Piano	52-54
Plastic Arts, Graphic and ..	58-60
Power Plant and Laundry	18
Preparatory School Courses ...	65
Psychology	45

— R —

Recommendation to College ...	31
Recreation and Physical Welfare	22-23
Refunds for Withdrawal	70
Register of Students	78-84
Religion and Philosophy	41
Religious Life	21
Remissions of Fees	70
Representatives, College	13
Requirements for Graduation..	31
Residence Halls	66
Rinewalt House	20

— S —

Sawyer House	20
Scholarships and Awards ..	71-73
Science Hall	18

	PAGES		PAGES
Sciences, Biological	46-47	Terms of Payment	69-70
Sciences, Physical	47-48	Theory of Music	51-52
Secretarial Studies	63-65	Trustees, Board of	8
Shorthand	64-65	Tuition	68
Social Life	22-23	Typewriting	64-65
Social Science	43-45		
Sociology	45	— U —	
Spanish	40-41	Unit of Instruction	28
Special Interest Curricula ..	33-34		
Speech and Drama	41-43	— V —	
Stables, Glengarry Farm	63	Violin	55-56
Stringed Instruments	55	Voice	56-58
Student Life	21-23		
Student Organizations	24-27	— W —	
Student Regulations	66-67	West Hall	18
Student Service	70	Withdrawal, Refunds for	70
Students, Register of	78-84		
Suggested Curricula	32-34	— Z —	
Swimming Pool, Gymnasium		Zoology	46
and	20		
— T —			
Telegrams, Express and	67		
Telephones	67		

FRANCES SHIMER COLLEGE
MOUNT CARROLL, ILLINOIS